

# **IOWA YOUTH SURVEY TREND REPORT**

**State of Iowa  
1999 • 2002 • 2005 • 2008**

Sponsored By:

**Iowa Department of Public Health**

Division of Behavioral Health

Office of Gambling Treatment and Prevention

Division of Tobacco Use Prevention and Control

**Iowa Department of Education**

**Iowa Department of Human Rights**

Division of Criminal and Juvenile Justice Planning

**Iowa Governor's Office of Drug Control Policy**

Prepared By:

**Iowa Consortium for Substance Abuse Research and Evaluation**

**University of Iowa**



**THE IOWA  
CONSORTIUM**  
FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION

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## **Acknowledgments**

There were many individuals and organizations involved in this collaborative effort to collect youth development data from Iowa's 6th, 8th, and 11th grade students. Everyone who participated made a valuable contribution to the 2008 Iowa Youth Survey reports.

We wish to thank all the district superintendents, principals, teachers, counselors, facilitators, parents, and students for their incredible effort. For students enrolled in grades 6, 8, or 11, survey participation has increased from 74.7% in 1999 to 83.5% in 2008. The increases through the years are due to continued effort by each participating district, resulting in a high level of school and student participation. Conducting the Iowa Youth Survey is a learning experience, and the knowledge gained provides the opportunity to be even more successful in subsequent years. Your comments and suggestions continue to be essential.

Thank you to all who contributed to the collection and analyses of the 2008 Iowa Youth Survey data.

## **Overview**

In September and October of 2008, the Iowa Department of Public Health (IDPH) collaborated with schools in Iowa to conduct the 2008 Iowa Youth Survey (IYS). The 2008 IYS is the twelfth in a series of surveys that have been completed every three years since 1975. The survey is conducted with students in grades 6, 8, and 11 attending Iowa public and private schools. Since 2002, IYS data from all survey years have been presented in trend reports to provide a profile of youth behaviors, attitudes, and beliefs, as well as their perceptions of peer, family, school, neighborhood, and community environments over time. In addition to the 2008 State of Iowa Trend report, multiple IYS yearly and trend reports are also publicly available on the IYS website: [www.iowayouthsurvey.org](http://www.iowayouthsurvey.org).

## **Objective**

The 2008 Iowa Youth Survey State of Iowa Trend report is designed to help state-level planners, community agencies, and school personnel identify youth development needs, implement relevant targeted interventions, and assess outcomes. It can also help to assess the strengths and challenges of schools, families, and communities through the years from the young person's perspective. In addition, this data can help the state obtain funding for a wide variety of programs and services. IYS trend data provides an overall view of youth for each construct; however, it does not identify which specific areas may be most in need of improvement. The percentages of responses to the specific questions utilized in the constructs are available in the State of Iowa Youth Survey reports for each survey year.

An analysis of the responses to each question utilized in scoring the construct would be necessary to allocate scarce resources in the most efficient manner possible. The Iowa Youth Survey has proven to be a valuable resource in youth needs assessment, program development, implementation, and outcome evaluation. Data analyzed in the 2008 Iowa Youth Survey State of Iowa Trend Report are derived from the 1999, 2002, 2005, and 2008 Iowa Youth Surveys.

## **Background**

Prior to 1999, surveys were given to a sample of students in 6th, 8th, 10th, and 12th grades from approximately one-third of Iowa's public school districts. In 1999, IYS participation was sought from *all* students in grades 6, 8, and 11 attending public school districts, as well as from students aged 14 to 18 years in alternative programs. This change made it possible to provide youth development data for each participating school district and each county in which participating students reside. The change also made it more feasible to use IYS results to aid in assessing outcomes of community and school youth development programs. It is important to note that the 1999 change in the grade level restricts direct comparisons with survey data collected prior to 1999, except for grades 6 and 8, in the specific schools that participated in the survey.

Beginning in 2002, IYS participation was also sought from all non-public schools. This change was made to more accurately reflect the attitudes and perceptions of all Iowa students in grades 6, 8, and 11, not just those attending public schools. Data collected from students attending non-public schools are included in the 2002 and later reports.

In 2008, a change in the method used to conduct the survey took place. All 2008 Iowa Youth Surveys were conducted via the internet and completed by students online through an electronic survey tool (SurveyMonkey) administered by Iowa Department of Administrative Services in conjunction with Iowa Department of Public Health. To ensure a smooth transition for this new procedure, an online pilot test took place in 2007 involving nine school districts.

Prior to implementation of the 2008 IYS, training for school district personnel was held to provide instruction for online IYS administration via the Iowa Communications Network (ICN).

### **1999, 2002, 2005, and 2008 Iowa Youth Surveys**

#### **Profile of Participation**

Validated records were received from students in grades 6, 8, and 11 from all 99 counties in Iowa from 1999 to 2008. Based on information in previous IYS reports, Table 1 provides the total number of students enrolled and the number and percent of students completing a validated 1999, 2002, 2005, and 2008 IYS, by grade. The first column lists the year and the second column lists the grade. The third column provides the number of students enrolled in grades 6, 8, and 11, according to the Iowa Department of Education. The fourth column displays the number of records from students who reported that they were in grades 6, 8, or 11 and completed a validated IYS. The fifth column provides the percent of students in each grade who completed a validated Iowa Youth Survey. Additional records from students indicating a grade of “ungraded”, “other”, or with no grade indicated are not included in Table 1, however data from these records are included in the state and gender portions of construct figures. The number of students participating in the IYS increased from 1999 to 2005. Although the number of students participating in the 2008 IYS was slightly lower, the number of total students enrolled in grades 6, 8, and 11 also declined. Despite the decrease in number, the percent of students participating in the IYS has increased from 1999 to 2008.

**Table 1. 1999 – 2008 IYS Participation by Grade**

<b>Year</b>	<b>Grade</b>	<b>Number of Students Enrolled</b>	<b>Number of IYS Records</b>	<b>Percent Completing IYS</b>
<b>1999</b>	6	35,856	27,171	75.8%
	8	38,003	30,248	79.6%
	11	37,886	26,082	68.8%
<b>2002</b>	6	40,033	32,163	80.3%
	8	40,142	32,919	82.0%
	11	40,127	30,335	75.6%
<b>2005</b>	6	38,467	31,814	82.7%
	8	40,641	34,068	83.8%
	11	40,403	31,673	78.4%
<b>2008</b>	6	37,643	32,264	85.7%
	8	37,807	32,673	86.4%
	11	39,603	31,130	78.6%

School district and non-public school participation has fluctuated from 1999 to 2008. Not all public school districts and non-public schools participated in the IYS at the four data collection points (1999, 2002, 2005, and 2008). Data from all public school districts and non-public schools that participated in at least one year of the IYS are included in this report and data in this report assumes each record represents one student. In general, the higher the percentage of students completing the IYS, the more likely the data are representative of all students in grades 6, 8, and 11 residing in the state of Iowa. The percent of public school districts participating increased through 2005 and dropped slightly in 2008. Non-public schools declined

in 2005 but gained participation in 2008. Table 2 provides the number of participating public school districts and non-public schools in 1999 through 2008 based on information in previous IYS reports.

**Table 2. 1999 – 2008 Public School District and Non-Public School IYS Participation**

Year	Number of Public School Districts	Number of Public School Districts Participating in IYS	Percent Participating in IYS	Number of Non-Public Schools	Number of Non-Public Schools Participating in IYS	Percent Participating in IYS
1999	375	329	87.7%	205	1	0.5%
2002	371	349	94.1%	178	49	27.5%
2005	365	359	98.4%	194	27	13.9%
2008	362	347	95.9%	184	48	26.1%

### Survey Content

The Iowa Youth Survey is divided into seven sections (A-G).

- Section A. Demographic Characteristics
- Section B. Things I Have Tried or Done and Things That Have Happened To Me
- Section C. My Beliefs and Attitudes
- Section D. Peer Questions
- Section E. School Questions
- Section F. Family Questions
- Section G. Community Questions

A committee of youth development professionals was designated by IDPH to review and make recommendations regarding the survey questions. The selection of specific survey questions each year was based on analysis of question and response data collected in previous Iowa Youth Surveys. The appropriateness of any comparison of IYS data in 1999, 2002, 2005, and 2008 must be considered on a question by question basis. The general content of the questions and response options included in the IYS at the four survey points is very similar, however changes have occurred. For example, new questions were added each year and several questions have been removed through the years. Additionally, wording changes to questions and responses have occurred to elicit additional, more detailed information.

### Data

#### Weighting

Proportions of enrolled 6th, 8th, and 11th grade students completing the IYS varied and these differences presented a potential for bias. Therefore, all percentages in the construct figures are weighted. Since 11th graders may be more likely to use substances than 6th or 8th graders, any significant discrepancy between the proportion of 11th grade students and other participating grades would produce a distorted total estimate (i.e., different proportions of students in different grades could produce an artificially high or low total substance use estimate). A statistical weighting procedure reduces this potential bias and allows utilization of all validated data. The proportion of students in Iowa enrolled in each grade was divided by the



proportion actually completing an IYS. The resulting fraction is the weighting factor used in this report. Table 3 provides a descriptive profile of the weights used in the 2008 State IYS Trend Report. The first column lists the grade. The second column presents the percentage of students enrolled in grade 6, 8, or 11 out of the total number of students enrolled in those grades, according to the Iowa Department of Education. The third column is the percentage of students completing the IYS who reported they were in each grade level. The fourth column is the weight applied so that the IYS data is adjusted to represent the population of students in grades 6, 8, and 11. Students who completed the IYS but did not report a grade of 6, 8, or 11 were assigned a weight of 1.

**Table 3. Profile of Weights in the 2008 State of Iowa Trend Report**

Year	Grade	Percent Enrolled	Percent Completing IYS	Weight
1999	6	32.09%	32.54%	0.986
	8	34.01%	36.22%	0.939
	11	33.90%	31.23%	1.085
2002	6	33.28%	33.70%	0.988
	8	33.37%	34.50%	0.967
	11	33.36%	31.80%	1.049
2005	6	32.19%	32.61%	0.987
	8	34.01%	34.92%	0.974
	11	33.81%	32.47%	1.041
2008	6	32.71%	33.58%	0.974
	8	32.86%	34.01%	0.966
	11	34.42%	32.40%	1.062

### Data Interpretation

Due to changes in survey content of the IYS each year, trend analyses should be considered exploratory at best. If comparisons are made, the results may indicate that students *appear* to be significantly different, for better or worse, from the data generated by previous surveys. However, this appearance may be due to differences in question wording and the representativeness of the sample rather than actual changes in Iowa's youth.

When the key youth development related constructs were developed, the intention was that the questions utilized to measure the constructs would remain identical through the survey years, however, changes have occurred. These changes potentially make trend comparisons of certain constructs not valid. In 2005, a question about prescription drug use was added to the "No Current (past 30 days) Illegal Drug Use" construct in an effort to identify a potential increase in illegal use of prescription medications by youth. Also in 2005, a new domain, "Bullying", containing two constructs was added to address rising concerns about bullying. In 2008, the wording of the question utilized in the Helping Others construct changed considerably, likely resulting in different responses from students than in previous years. In 1999, 2002, and 2005, the question was "On the average during the school year, how many hours per week do you spend helping friends, neighbors, or others (including volunteer activities)?"; in 2008, the question was "On the average during the school year, how many hours per week do you spend volunteering either by helping others or helping improve your school, neighborhood, or

community?”. Additionally in 2008, the questions utilized in the “Gambling Avoidance” construct changed considerably to obtain additional, more detailed information. In 1999, 2002, and 2005, three questions regarding gambling were included in the survey; in 2008 the questions were revised and increased to ten questions.

In addition to the changes in survey content, differences in data gathering procedures and methods could have an effect on comparisons made between the years. Differences include not seeking participation from students in non-public schools in 1999, procedural errors occurring during IYS administration in 2002, and the 2008 IYS administered online for the first time.

Since every school district did not collect data from every student, home schooled students may not have been surveyed and not all public school districts and non-public schools participated in the IYS at the four data collection points. Therefore, it is possible that the students who completed the IYS are not representative of all students in Iowa. Additionally, IYS data do not represent youth who may have dropped out of school. It is unknown what biases non-participating youth might introduce into the state report percentages. The Iowa Youth Survey is self-reported data and relies on each student’s ability to read and honestly respond to each question. Additionally, since the 2008 IYS was conducted online, a student’s ability to complete the survey is also dependent on possessing basic computer skills. Self-reported behaviors, attitudes, and beliefs are always subject to error (unintentional such as mistakenly selecting the wrong response or intentional such as denial or boasting), and it is not possible to identify records where this occurs. Additionally, some surveys contained missing data indicating that not all students answered every question. There are many potential reasons for missing data and why a student may choose not to answer a particular question including comprehension level (understanding survey language); confidentiality concerns; refusal to provide an answer resulting from lack of interest or motivation; beliefs and attitudes about the subject of the question; or inadvertently skipping a question. In general, the higher the proportion of students participating, the more likely the survey results are representative and without bias.

It is also important to note that a low percentage of students scoring positively on a particular construct is not necessarily a cause for excessive concern. An unfavorable response to only one question in a multi-question construct will result in a low positive score, however every other question utilized in the construct may have had favorable student responses. Conversely, a high proportion of students scoring positively on all questions is encouraging, however, not indicative that there is not room for improvement in the youth development need represented by the construct. The percentages of responses to specific questions utilized in the constructs are presented in the State of Iowa Youth Survey Reports.

A high percentage of 11th graders reporting they have been in the same school district for three years or more may increase the likelihood that trend data for this population represents students who would have had the opportunity to also participate in IYS in 8th grade. If so, these data could represent maturational changes over time for this group of students. In 2002, 92% of survey participants in grade 11 reported that they had been in the same school district for at least three years; and 91% reported this in both 2005 and 2008. Unfortunately, the survey only asks youth if they have been in the same school district for three years or more and not whether they have previously taken the IYS. Therefore, this may in fact be different students participating in the survey each year, and the concept of maturational changes should be viewed with caution.

Due to the large number of students responding to each question, small differences in percents can often be statistically significant. In previous trend reports, it was suggested that differences of one percentage point or greater be considered meaningful. In 2008, conservative analyses were performed using the smallest subgroup comparisons and it was determined that a change of 1.6 percentage points or greater for the weighted state data should be considered a significant change. Statistical analyses were performed on all construct data and significant differences are noted in the construct narrative. Additionally, the notation: "Any difference of 1.6 percentage points or greater may be considered statistically significant." appears beneath the construct figures.

### **Data Presentation**

A committee of State planners participated in an interactive process to identify key youth development related constructs that provide a summary of the data collected within nine framework domains. Thirty-four constructs and accompanying measures (questions derived from the IYS) were identified. The 2008 State of Iowa IYS Trend report presents data collected in 1999, 2002, 2005, and 2008 for the 34 constructs.

### **Construct Figures**

The data for constructs are combined and presented in nine domains on pages 9 through 123. The first figure presents the weighted state data for all validated records for each construct within the domain (when the domain is comprised of more than one construct). Following this figure are descriptions of trends for each construct and a list of the questions and responses associated with each construct. Unless noted, all response options for questions in each construct were the same. Following this, two figures present response data for each construct. The first figure presents weighted totals for state, grade, and gender; the second figure presents gender by grade (weighted results). Results are reported with the green shaded portion of the bar (on the left) representing the percent of respondents who responded favorably to all of the questions involved in computing a particular construct. The red shaded portion of the bar (on the right) represents the percent of respondents who responded unfavorably to at least one question associated with that construct. The bars are presented in groups of four, with the top bar representing 1999 survey results, followed by 2002, 2005, and 2008. Due to rounding, percentages may not add up to exactly 100%.

In accordance with computations in previous IYS reports, percentages in all except three of the construct figures are based on the number of students who answered the respective questions for each particular construct. Records containing missing response data for any question were not included in the construct for 31 of the 34 constructs. As in previous reports, responses containing missing data for three of the constructs: No Current (past 30 days) Alcohol Use; No Current (past 30 days) Tobacco Use; and No Current (past 30 days) Illegal Drug Use, were included in the favorable category if all other responses in the record were also coded as favorable. If all responses were missing for questions included in these three constructs, the record was also coded as favorable. Analyses performed on missing data patterns suggested that it is reasonable to assume missing data were consistent with favorable responses for these constructs. Table 5 on page 124 provides the percent of missing records for each construct in each survey year.

A listing of the framework domains and constructs is presented in Table 4 on the following page.

**Table 4. IYS Domains and Constructs**

<b>IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK DOMAINS AND CONSTRUCTS</b>	
<b>SECURE AND SUPPORTIVE FAMILY</b>	
	Positive Family Relationships
	Family Involvement and Support
	Parental/Guardian Boundaries
	Positive Parental/Guardian Norms
<b>SAFE AND SUPPORTIVE SCHOOL CLIMATE</b>	
	School Expectations/Boundaries
	Safe (Nonviolent) School Environment
	School Perceived to be Safe
	School Staff/Student Support
	Positive Student Norms
	Social Pressure to Use Substances Limited
<b>SAFE AND SUPPORTIVE COMMUNITY</b>	
	Positive Community Adult Norms
	Positive Community Peer Norms
	Youth Access to Substances Limited
	Safe Neighborhood
	Supportive Neighborhood
	Alcohol/Drug Free Places Available
<b>HEALTHY YOUTH — AVOIDANCE OF RISKY BEHAVIOR</b>	
	Suicide Risk Avoidance
	No Current (past 30 days) Alcohol Use
	No Current (past 30 days) Tobacco Use
	No Current (past 30 days) Illegal Drug Use
	Substance Use Risk Awareness
	Violent/Aggressive Behavior Avoidance
	Gambling Avoidance
<b>SOCIALLY COMPETENT YOUTH</b>	
	Empathy
	Self-Confidence
	Self-Esteem
	Acceptance of Diversity
	Positive Values
	Peer Pressure Resistance
<b>YOUTH SUCCESSFUL IN SCHOOL</b>	
	Commitment to School/Learning
<b>YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD</b>	
	Positive Work Ethic
<b>YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY</b>	
	Helping Others
<b>BULLYING</b>	
	Bullying
	Do School Adults Stop Bullying?

**Additional Information**

To obtain more detail regarding Iowa Youth Survey procedures or for answers to general questions, please contact Linda McGinnis at: [lmcginni@idph.state.ia.us](mailto:lmcginni@idph.state.ia.us). While resources are limited, every effort will be made to promptly respond to requests.

## Construct Trends

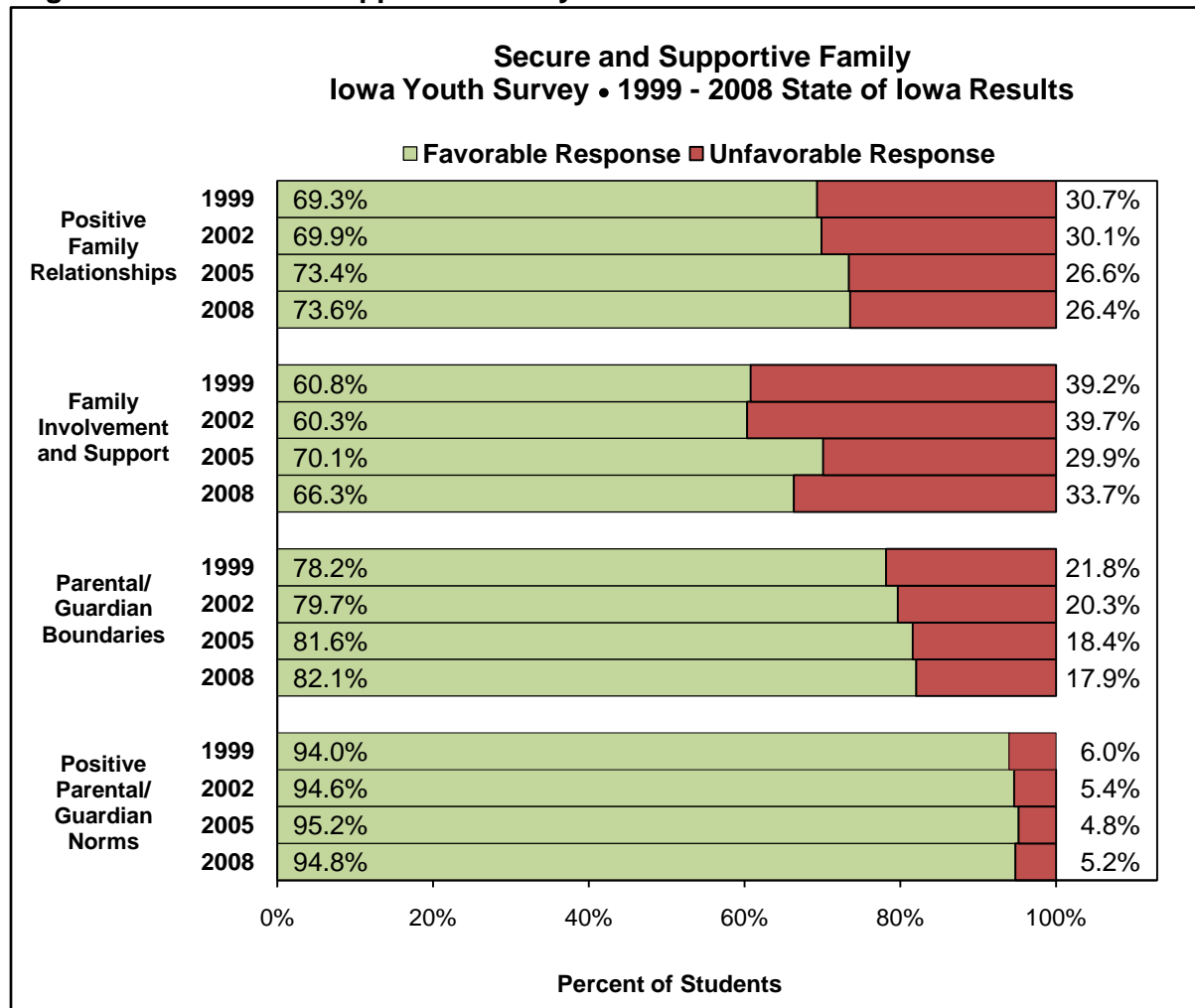
### Domain I: Secure and Supportive Family

The four constructs within the Secure and Supportive Family Domain are:

- Positive Family Relationships
- Family Involvement and Support
- Parental/Guardian Boundaries
- Positive Parental/Guardian Norms

The Positive Parental/Guardian Norms construct has the highest percentage of favorable responses in this domain in all IYS years, with approximately 95% of students responding favorably to this construct. The Positive Family Relationships and Parental/Guardian Boundaries constructs show an upward trend for favorable responses, with significant changes occurring for both constructs from 2002 to 2005. Despite a significant positive change of 9.8 percentage points for the Family Involvement and Support construct from 2002 to 2005, a significant decrease (3.8 percentage points) in favorable responses occurred from 2005 to 2008.

**Figure 1. Secure and Supportive Family Domain**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

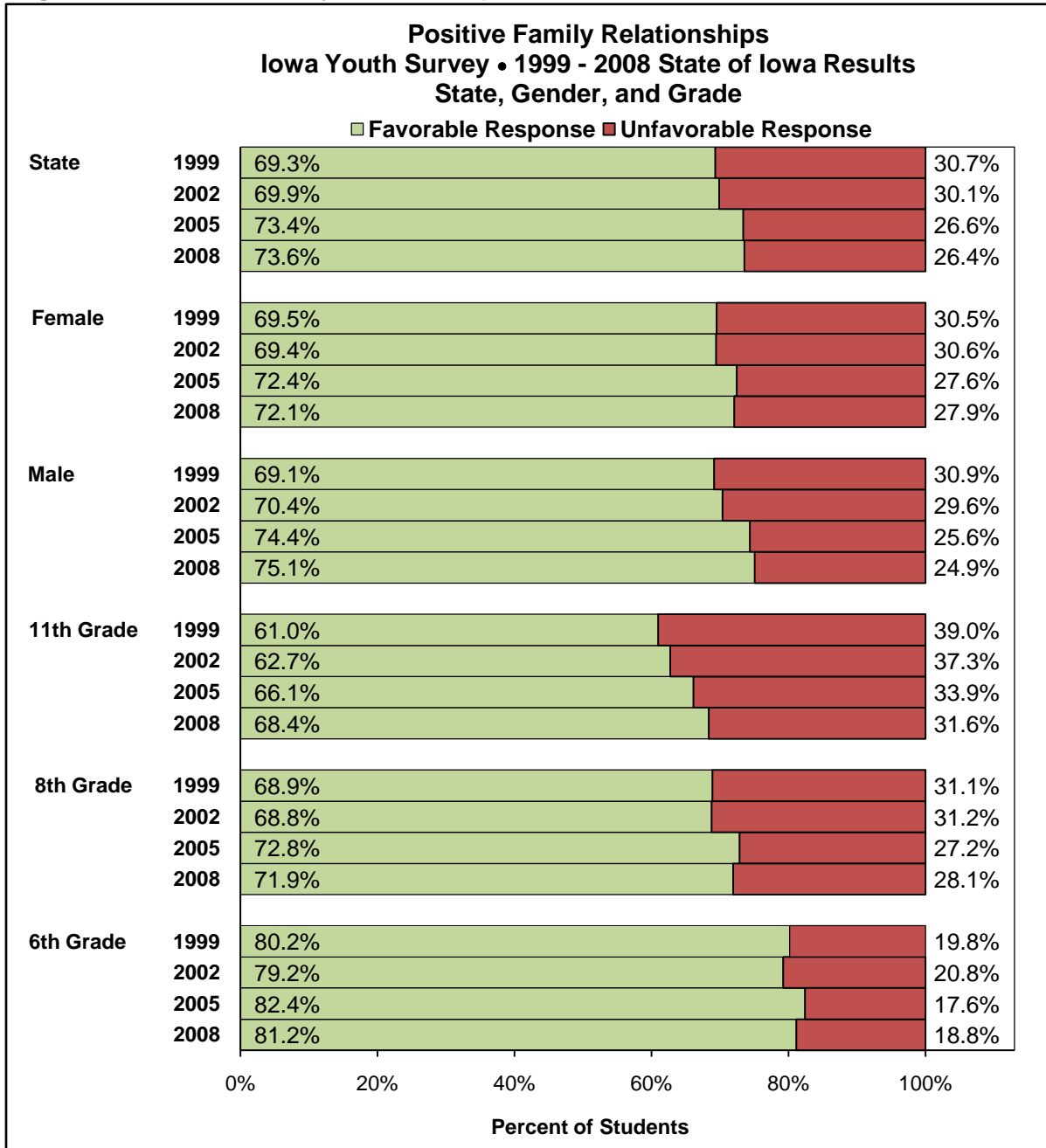
### Positive Family Relationships

Iowa shows a positive trend for the Positive Family Relationships construct from 1999 to 2008. Gender, grade, and gender by grade show significant positive trends from 2002 to 2005, with the greatest change indicated by 8th grade males (4.5 percentage points). Favorable responses were fairly consistent from 2005 to 2008 for nearly all groups; the only significant decrease occurred with 6th grade females (decrease of 1.6 percentage points). Students in grade 11 show significant positive increases in favorable responses in all years, with the highest change occurring from 2002 to 2005 (3.4 percentage points); 11th grade males increased 4.4 percentage points during this time period. The higher the grade level, the lower the favorable percentages for this construct in each survey year. This may indicate that as youth go through adolescence family relationships are perceived as less supportive.

*Four IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: I have a happy home; I feel very close to at least one of my parents/guardians; I can talk about the things that bother me or I don't understand with someone in my home; I can get help and support when I need it from someone in my home?

*Response Coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

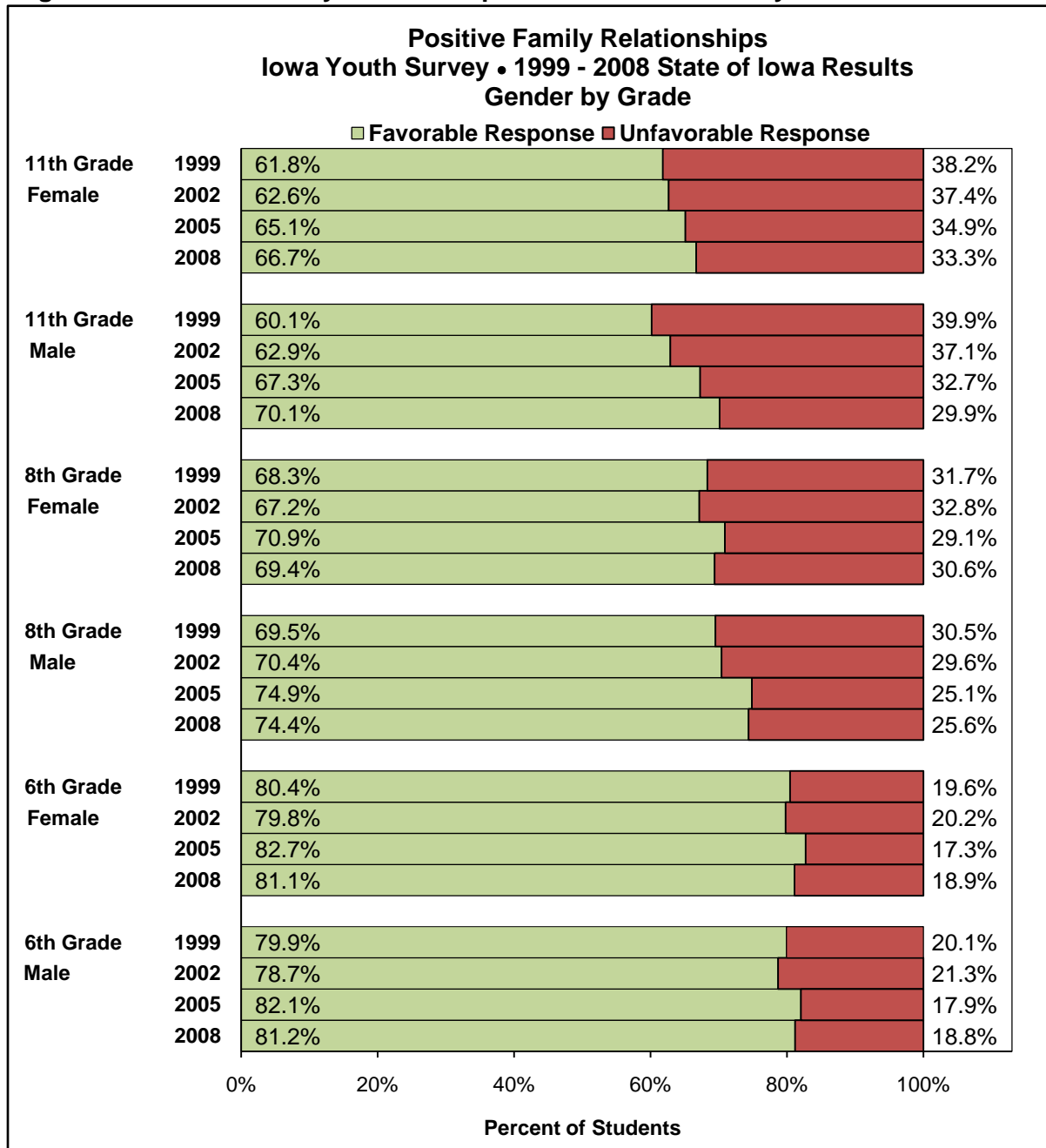
**Figure 2a. Positive Family Relationships Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



**Figure 2b. Positive Family Relationships Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

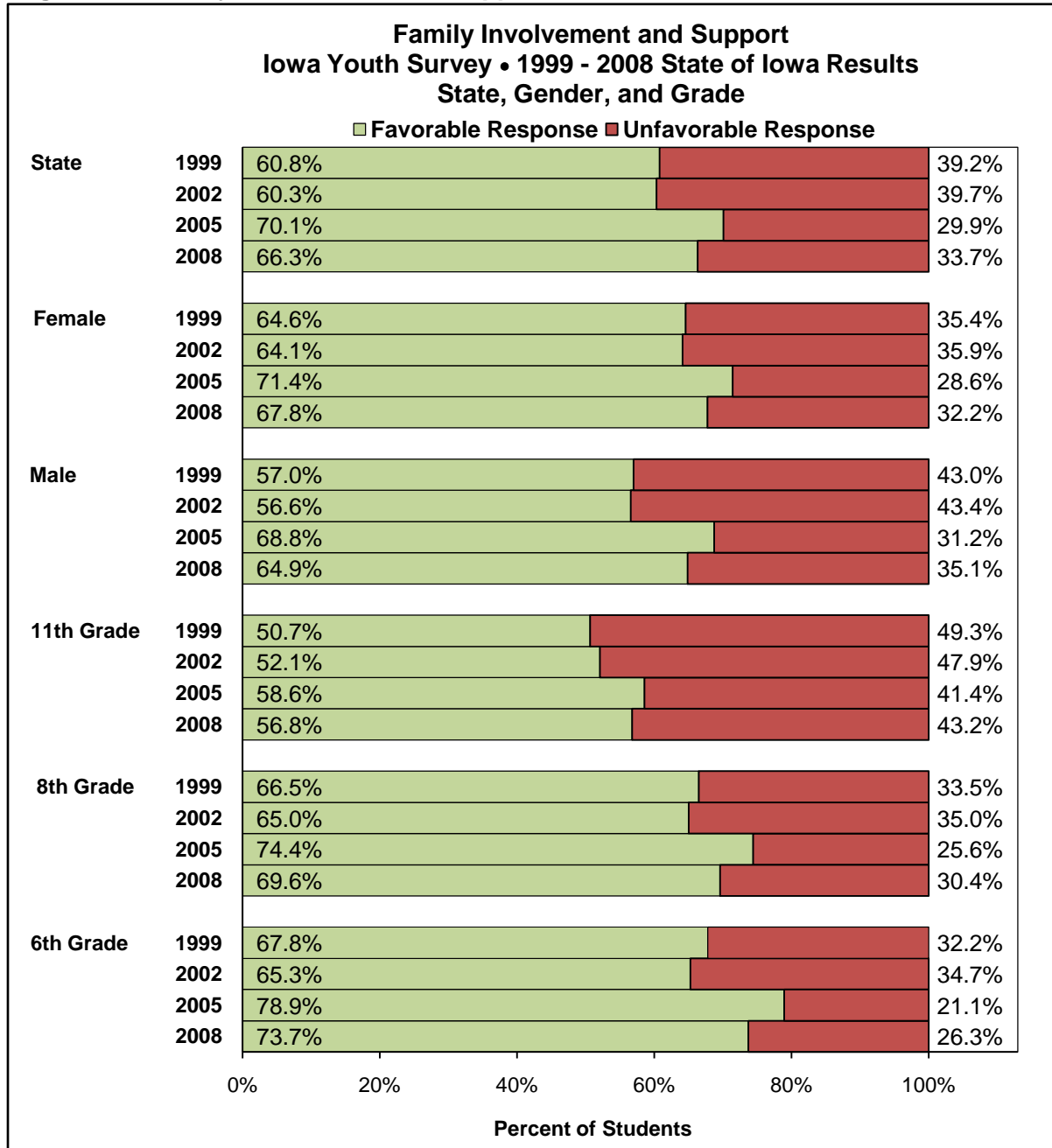
### Family Involvement and Support

Overall, there is a positive trend for the Family Involvement and Support construct reported by Iowa students from 1999 to 2008. Significant increases for favorable responses occurred for gender, grade, and gender by grade from 2002 to 2005; however, these gains were moderated in 2008 by significant decreases for all groups. The decrease was largest for 6th graders and lessened as grade level increased. For example, favorable responses from 6th grade males increased 15.3 percentage points from 2002 to 2005, followed by a decrease of 5.2 percentage points for this same group of students from 2005 to 2008. Females have higher favorable percentages than males in each survey year for this construct.

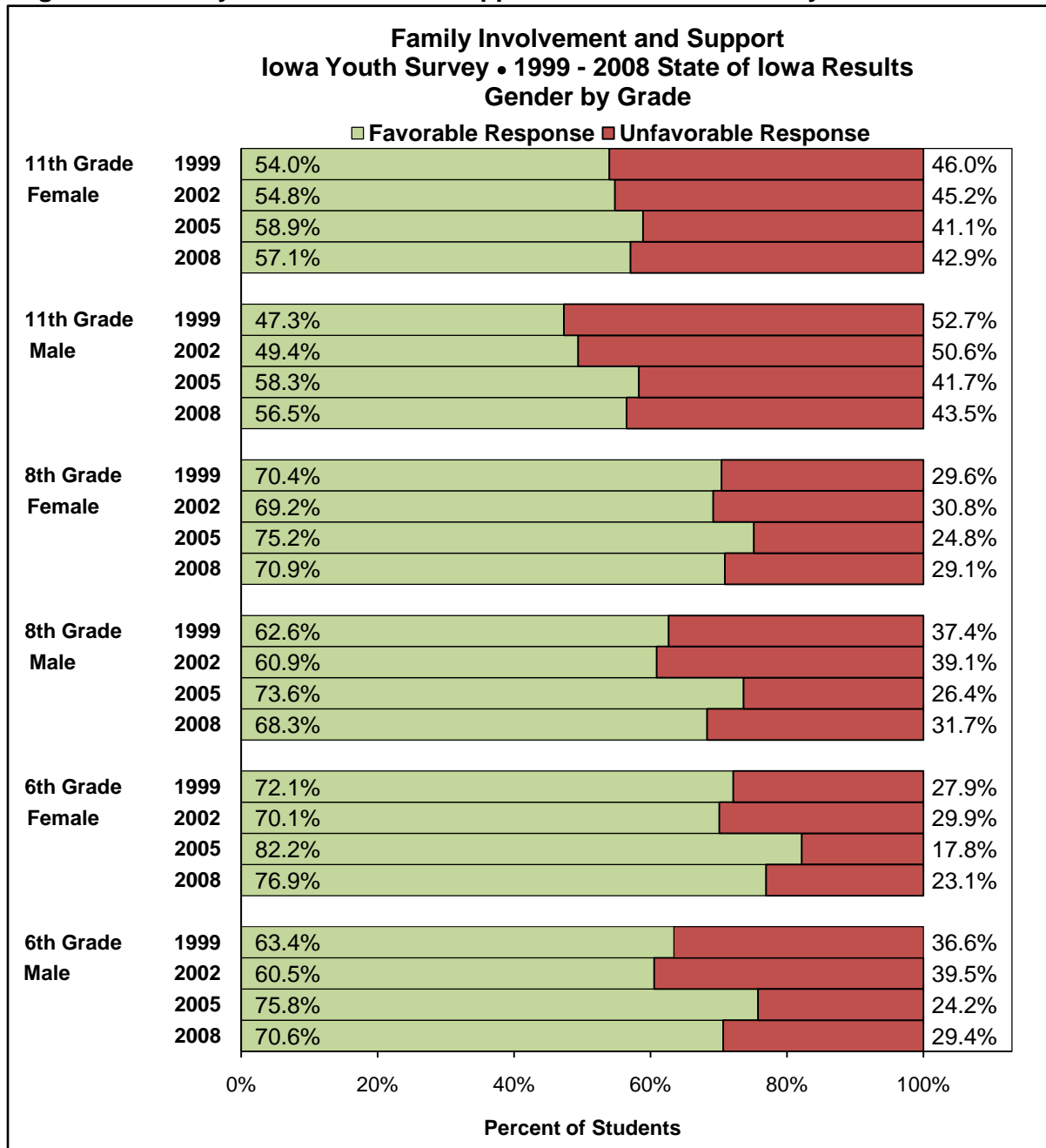
*Six IYS questions are utilized in this construct:* How often do the following occur: a parent/guardian knows where I am and who I am with, especially in the evening and on weekends; a parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home on time, etc.); a parent/guardian generally finds out if I have done something wrong, and then punishes me; when I am doing a good job, someone in my home lets me know about it; someone in my home helps me with my schoolwork; at least one of my parents/guardians goes to school activities that I am involved in?

*Response Coding:* “Always,” “often,” or “sometimes” are coded as favorable and “never” is coded as unfavorable.

**Figure 3a. Family Involvement and Support Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 3b. Family Involvement and Support Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

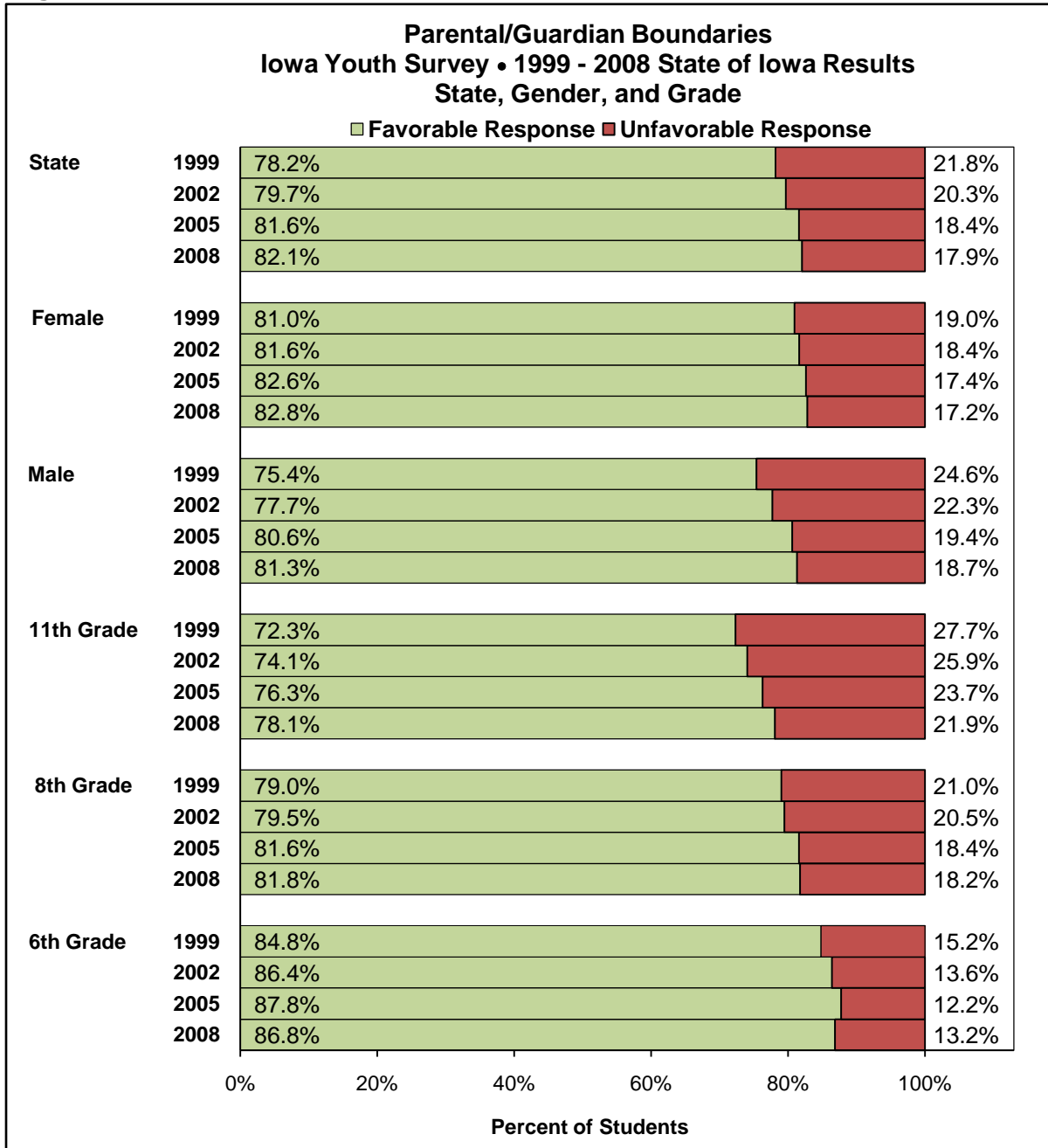
### Parental/Guardian Boundaries

Iowa students overall show positive gains for the Parental/Guardian Boundaries construct from 1999 to 2008. Females generally have higher favorable responses for this construct in all three grades; however, males increased 5.9 percentage points from 1999 to 2008. Sixth grade students indicate higher favorable responses than students in grade 8, who have higher favorable responses than students in grade 11; however, 11th graders increased 5.8 percentage points from 1999 to 2008.

*Two IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: In my school, if I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action; in my home there are clear rules about what I can and cannot do?

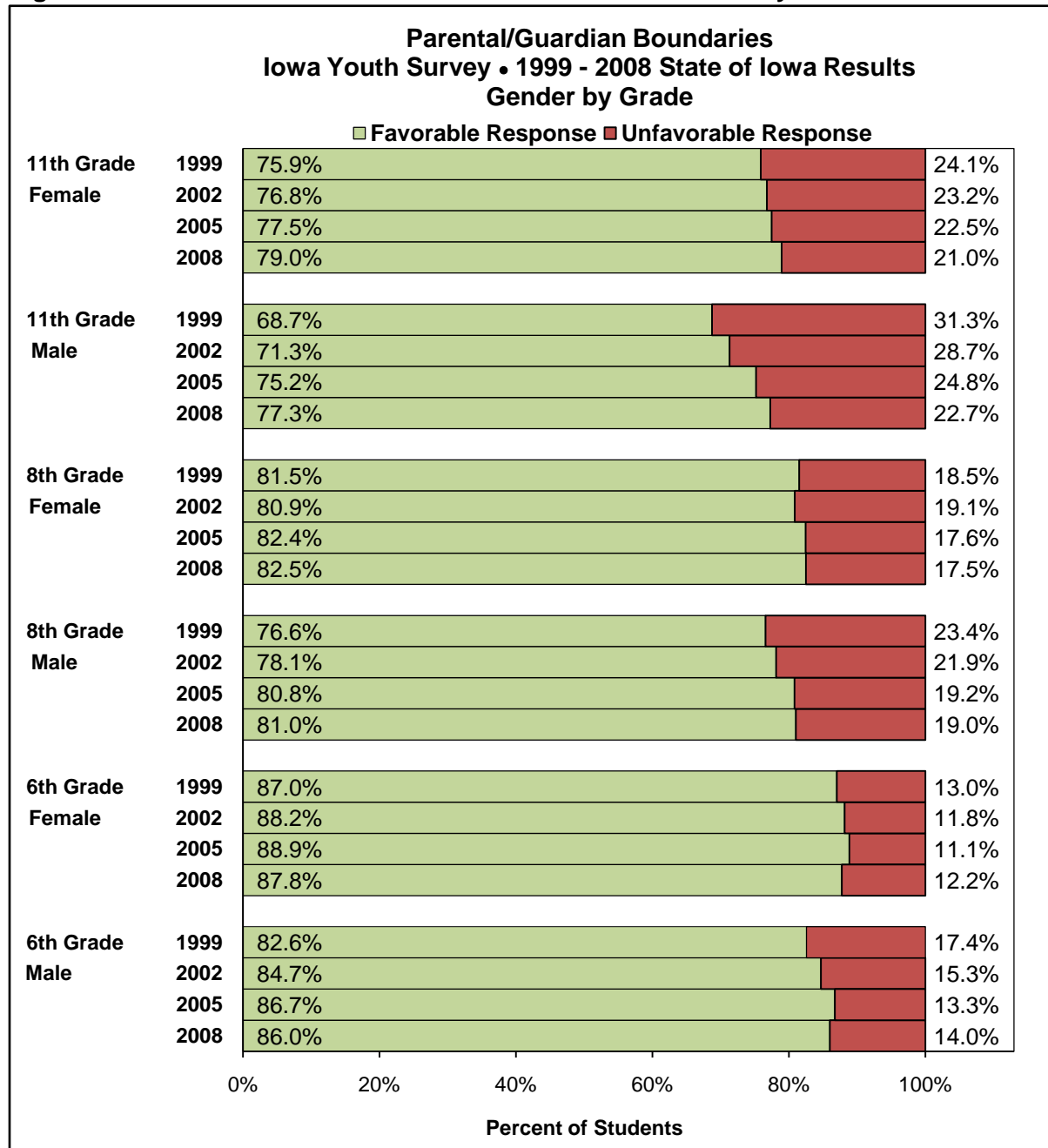
*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 4a. Parental/Guardian Boundaries Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 4b. Parental/Guardian Boundaries Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### Positive Parental/Guardian Norms

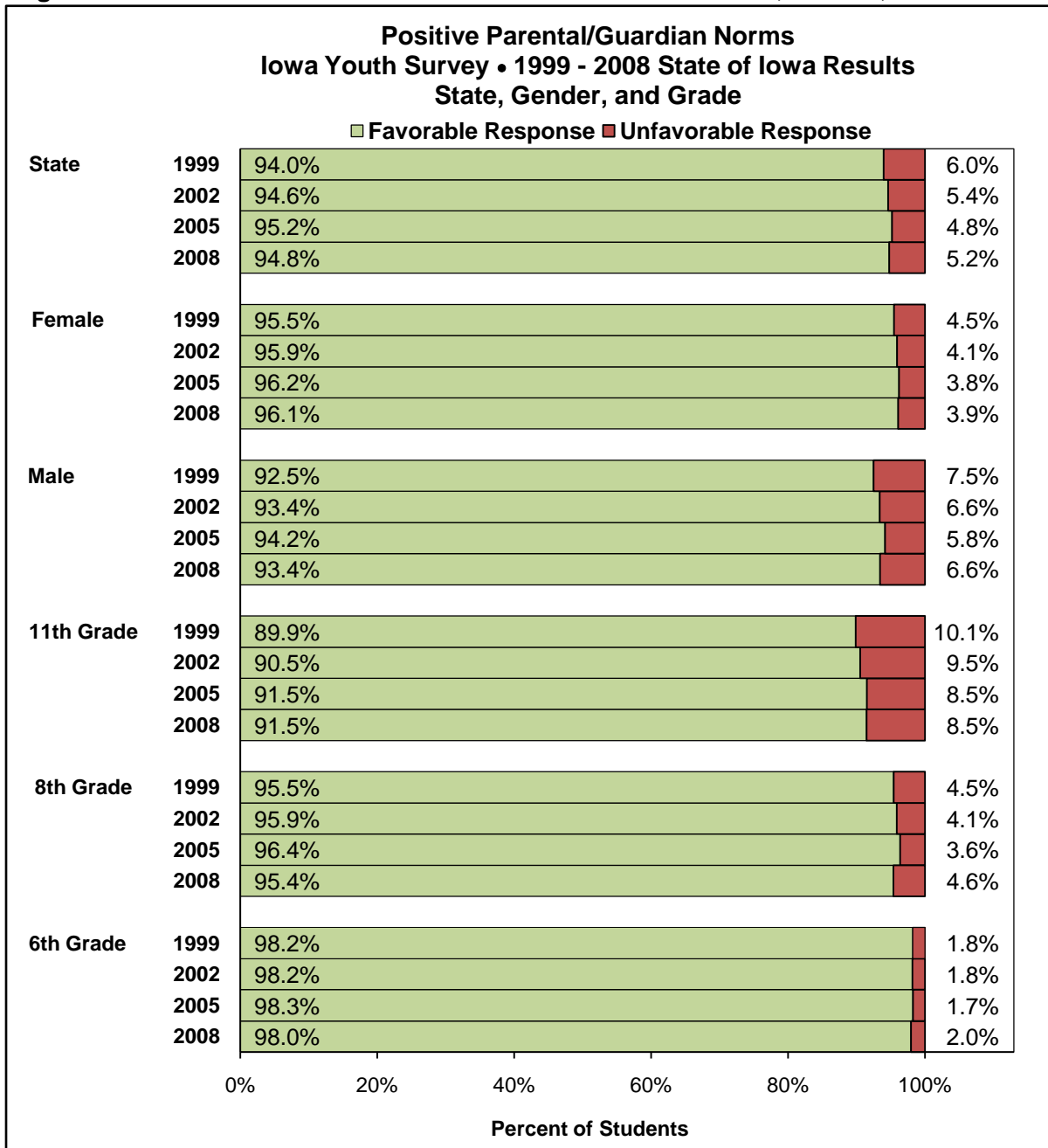
Favorable responses for the Positive Parental/Guardian Norms construct are fairly consistent, with significant increases occurring for 11th graders (1.6 percentage point increase) and 11th grade males (2.0 percentage point increase) from 1999 to 2008. Overall, males have slightly lower favorable responses than females for this construct, with 11th grade males and females reporting the largest difference.

*Six IYS questions are utilized in this construct:* How wrong would your parents/guardians feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin) without their permission; smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs?

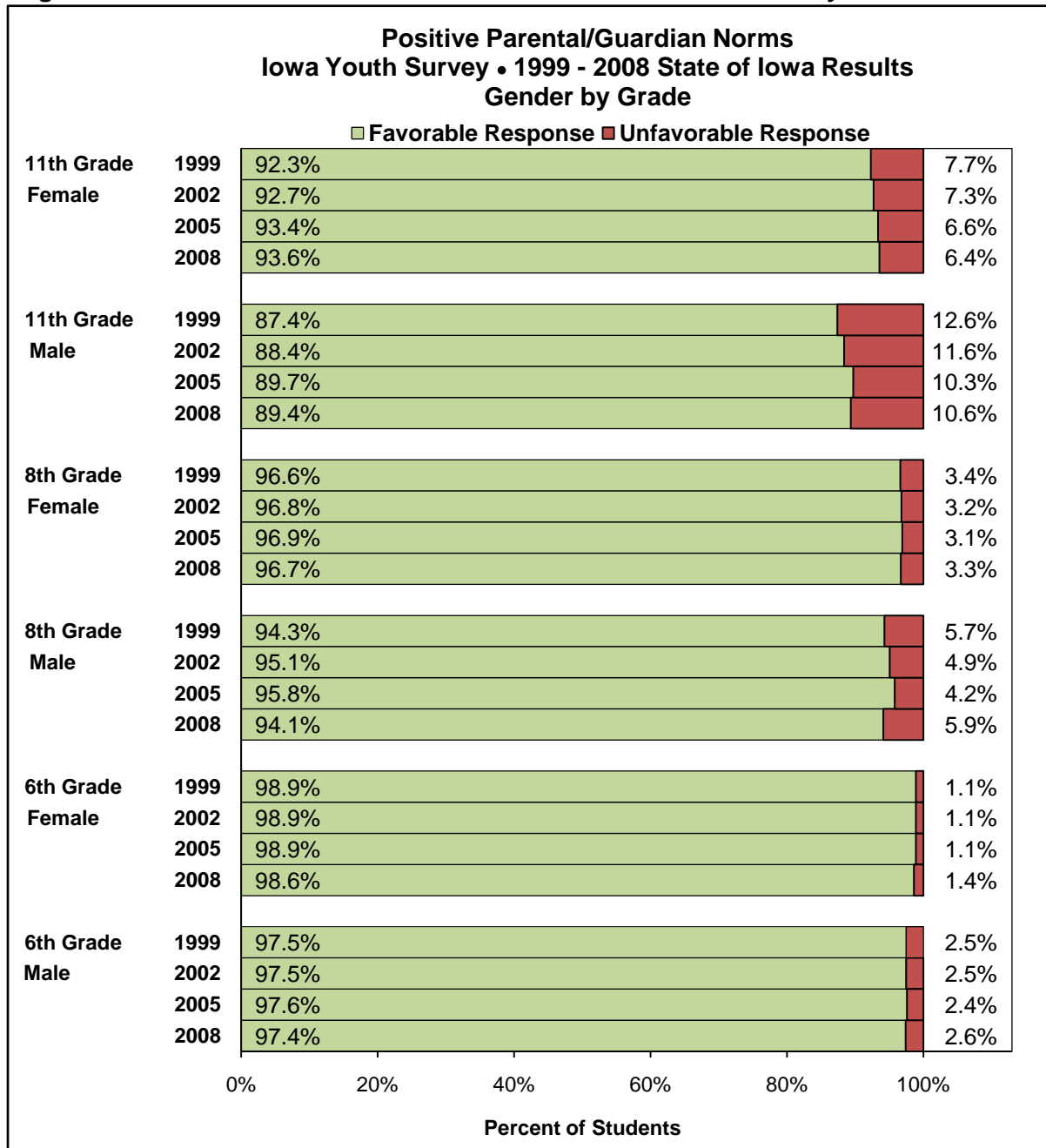
*Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.



**Figure 5a. Positive Parental/Guardian Norms Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 5b. Positive Parental/Guardian Norms Construct: Gender by Grade**

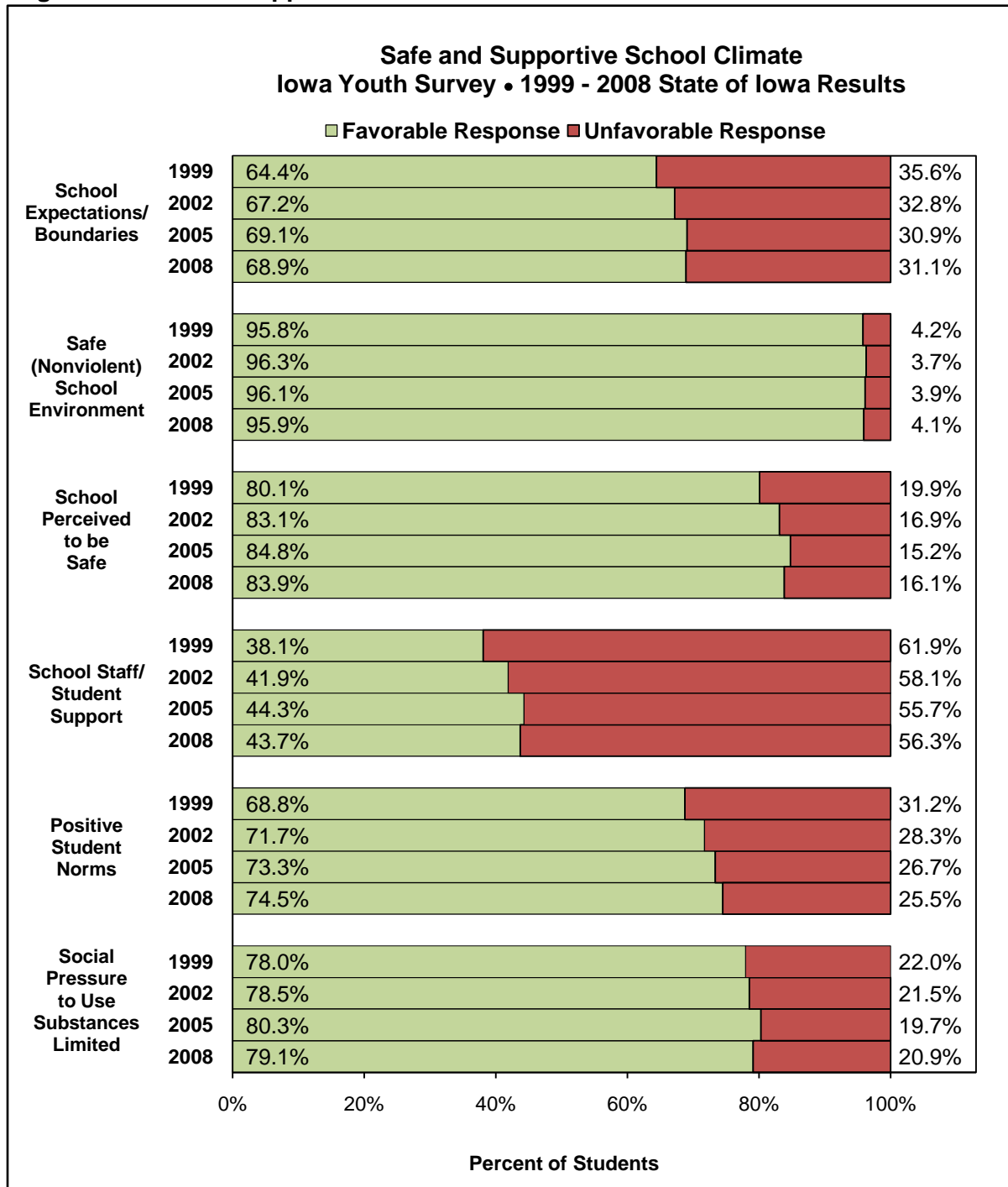
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

## **Domain II: Safe and Supportive School Climate**

The six constructs within the Safe and Supportive School Climate Domain (Figure 6 displayed on the following page) are:

- School Expectations/Boundaries
- Safe (Nonviolent) School Environment
- School Perceived to be Safe
- School Staff/Student Support
- Positive Student Norms
- Social Pressure to Use Substances Limited

Four constructs, School Expectation/Boundaries, School Perceived to be Safe, School Staff/Student Support, and Positive Student Norms had significant increases in favorable responses in each survey year from 1999 to 2005 and overall show positive trending from 1999 through 2008. Favorable responses for the Social Pressure to Use Substances Limited construct peaked at 80.3% in survey year 2005 and remained stable in 2008. The School Staff/Student Support construct continues to have the lowest percentage of favorable responses in this domain; however, it also maintains a positive upward trend from 1999 to 2008. The Safe (Nonviolent) School Environment hovered around 96% from 1999 to 2008. This construct has the highest percentage of favorable responses of the six constructs in this domain.

**Figure 6. Safe and Supportive School Climate Domain**

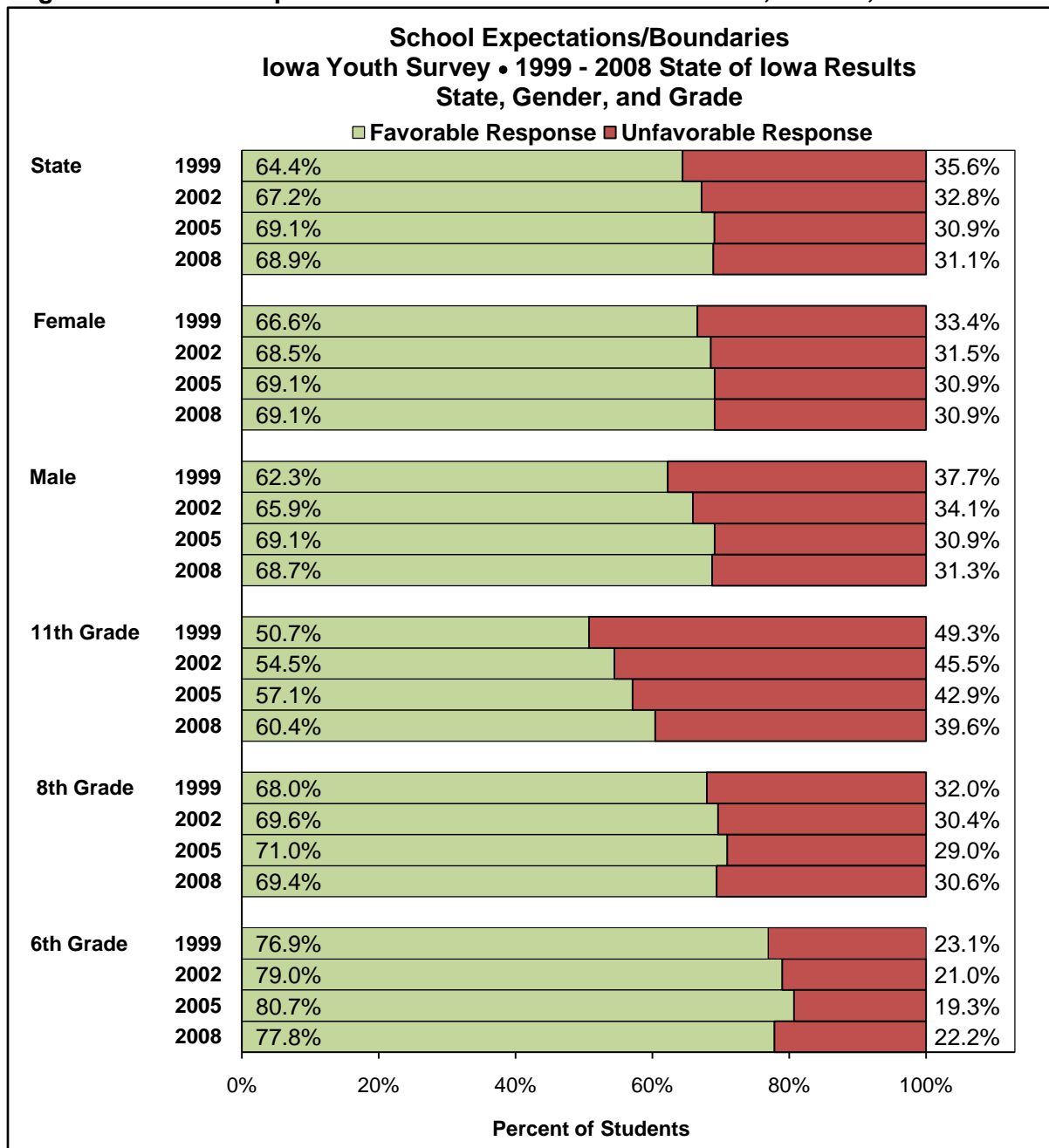
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### School Expectations/Boundaries

The state data show a positive trend for the School Expectations/Boundaries construct from 1999 to 2008. Although 11th grade students had the lowest percentage of favorable responses compared to grades 6 and 8, a significant positive trend in favorable responses for 11th grade students occurred during all survey years. Students in grade 6 and 8 also had a significant positive trend in favorable responses from 1999 to 2005, followed by significant decreases from 2005 to 2008 for both grades. A significant change in favorable responses occurred for females from 1999 to 2002 (1.9 percentage point increase), largely contributing to the overall increase of 2.5 percentage points from 1999 to 2008. Males showed significant changes in favorable responses from 1999 to 2002 (3.6 percentage points) as well as from 2002 to 2005 (3.2 percentage points) and remained stable from 2005 to 2008.

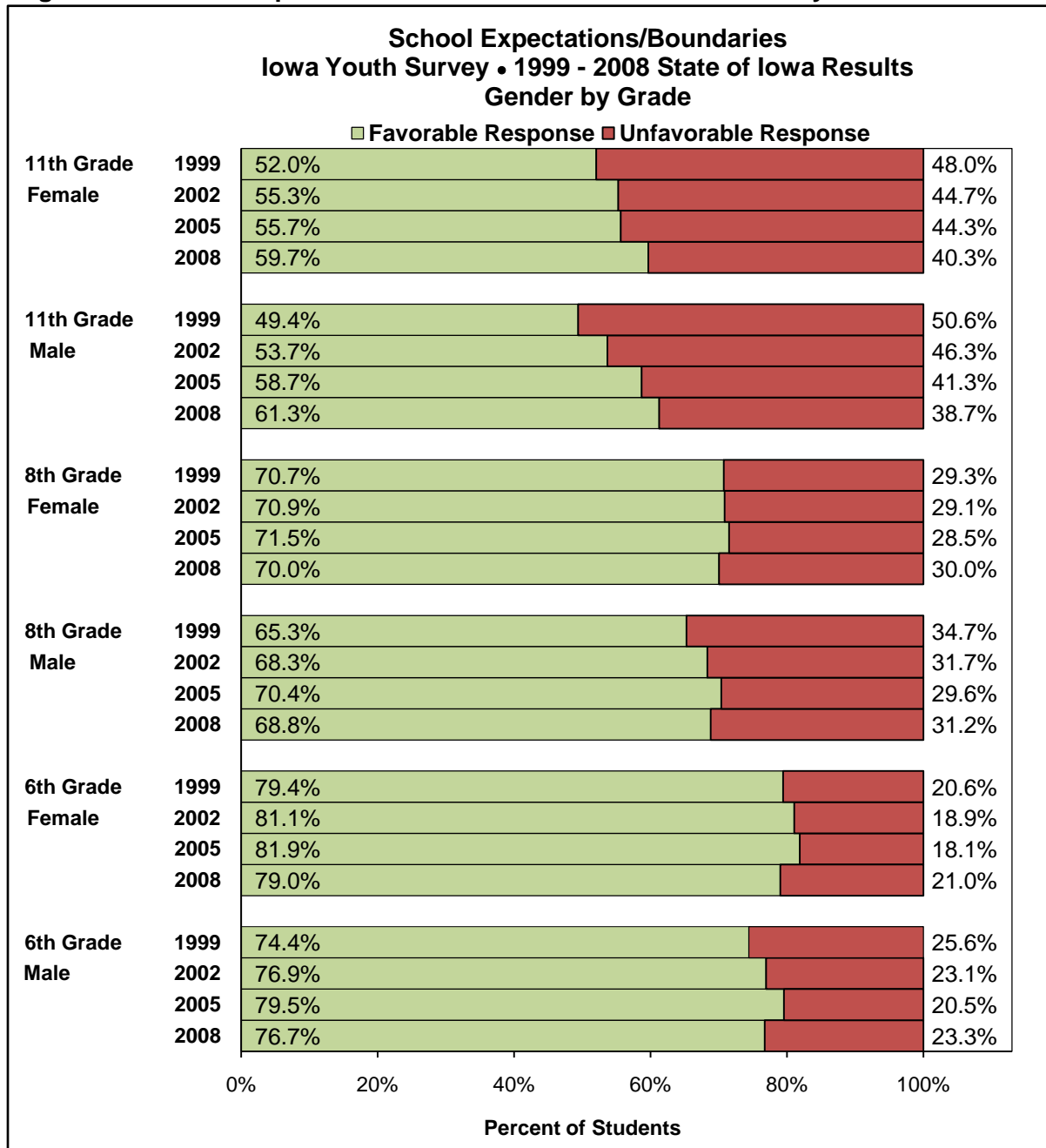
*Five IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: In my school there are clear rules about what students can and cannot do; in my school the school principal and teachers consistently enforce school rules; in my school if I skipped school at least one of my parents/guardians would be notified; in my school students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period; my school lets a parent/guardian know if I've done something wrong?

*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 7a. School Expectations/Boundaries Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 7b. School Expectations/Boundaries Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

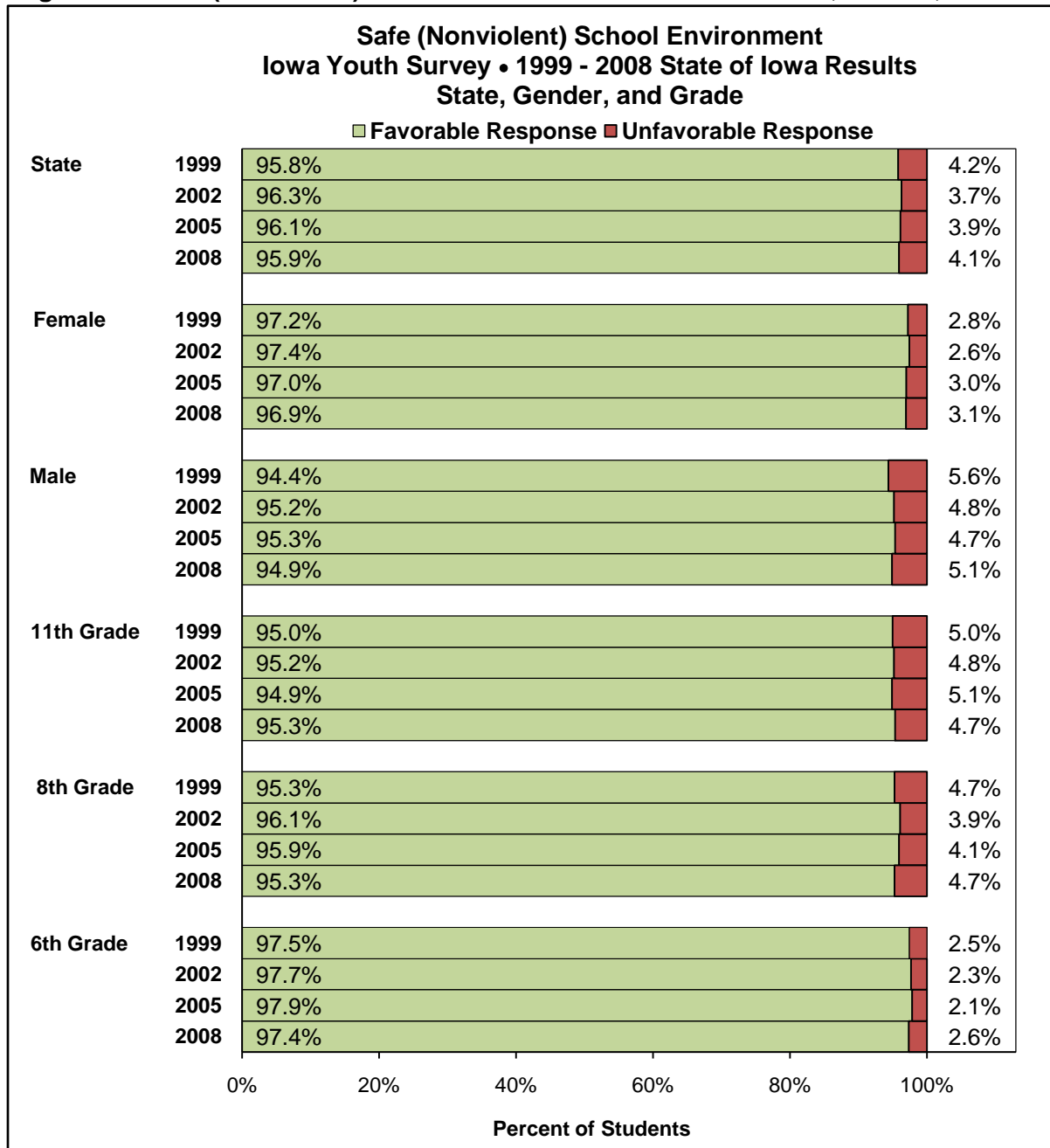
### Safe (Nonviolent) School Environment

The favorable response percentages have remained high with no significant change from year to year for the Safe (Nonviolent) School Environment construct. Females have higher favorable percentages than males in each survey year; 6th grade students report higher favorable percentages than students in grades 8 and 11.

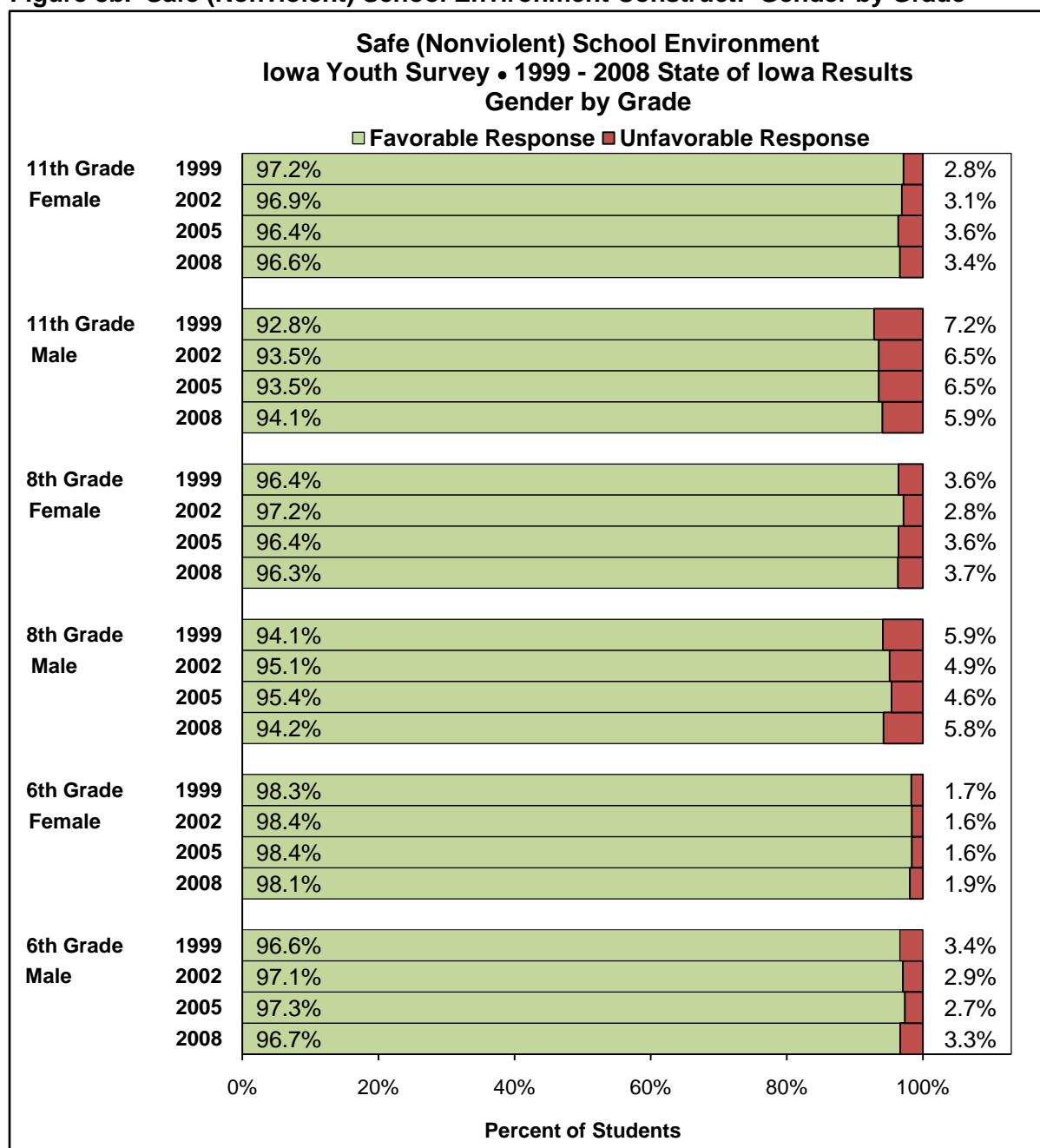
*Two IYS questions are utilized in this construct:* In the past 12 months, how often have you: had your things (clothing, books, bike, car) stolen or deliberately damaged on school property; been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property?

*Response coding:* “None” or “1 or 2 times” are coded as favorable and “3-5 times” or “6 or more times” are coded as unfavorable.



**Figure 8a. Safe (Nonviolent) School Environment Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 8b. Safe (Nonviolent) School Environment Construct: Gender by Grade**

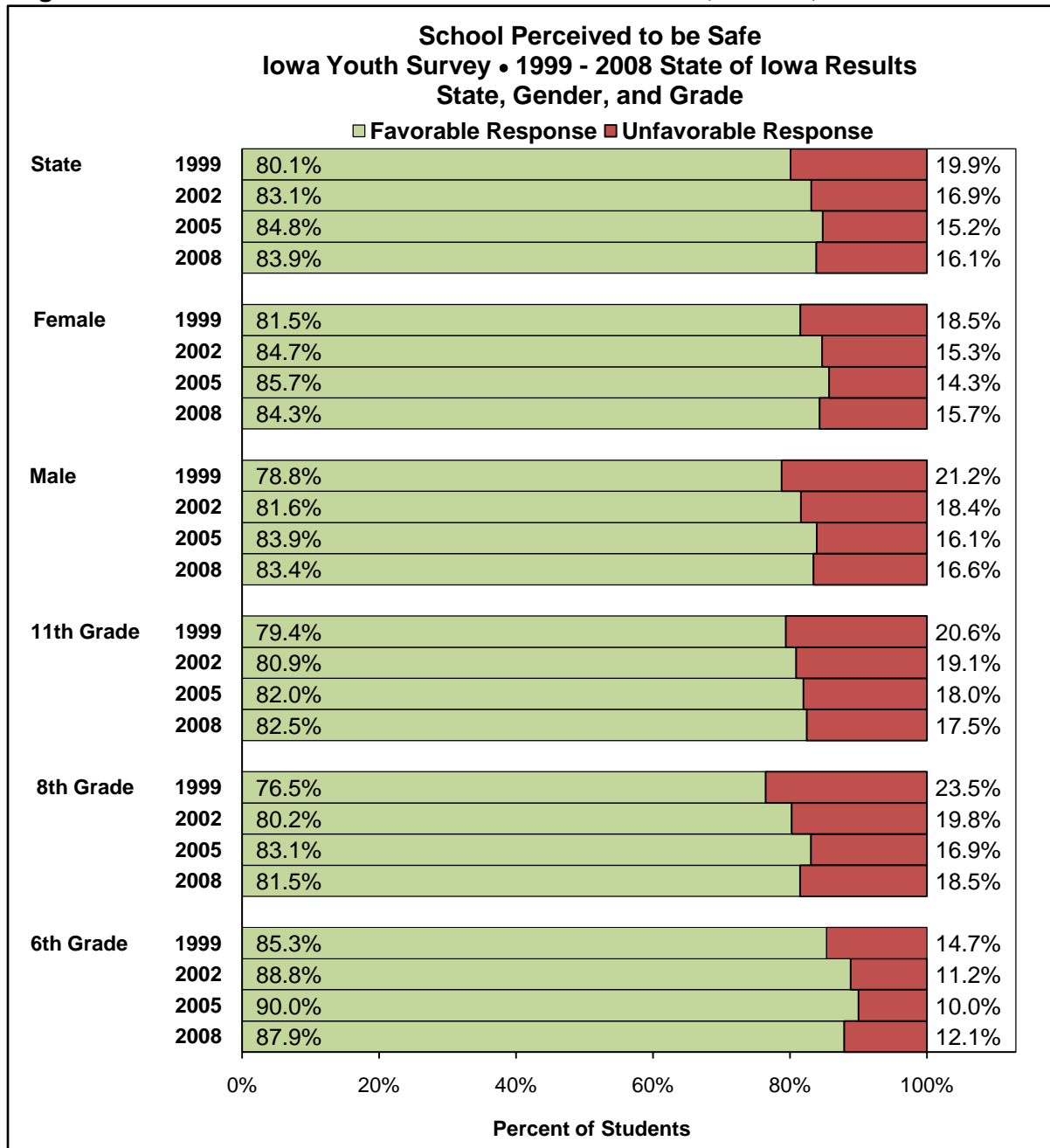
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### School Perceived to be Safe

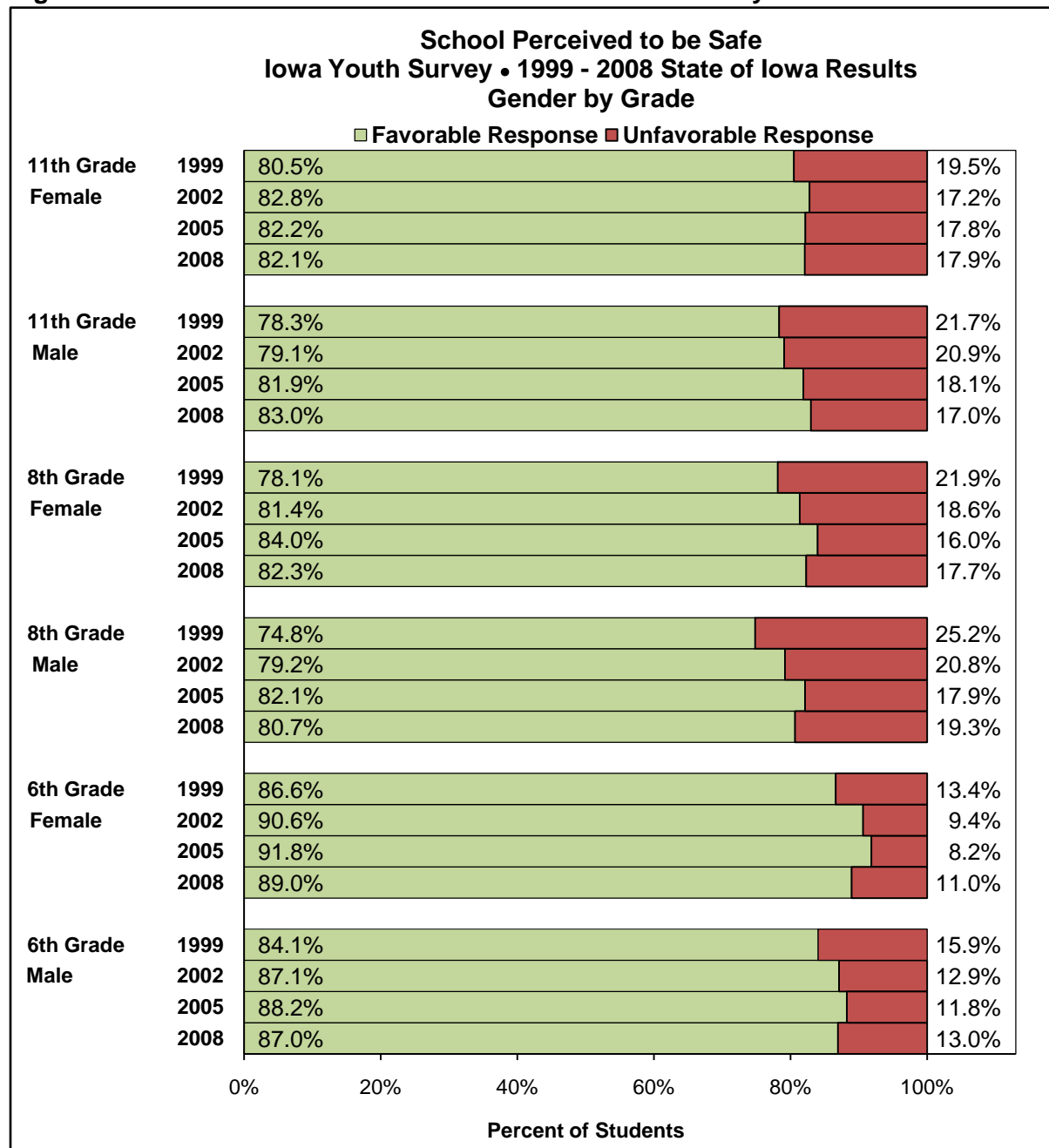
The School Perceived to be Safe construct shows a positive trend from 1999 to 2008 for the state overall. However, several groups experienced a significant decrease in favorable responses from 2005 to 2008 (6th and 8th graders). In all survey years, students in grade 6 reported feeling safer in school than 8th and 11th grade students; however, from 2005 to 2008 6<sup>th</sup> graders did report a significant decrease in favorable responses (2.1 percentage points). In all survey years, females reported feeling safer in school than males with the exception of 2008 where gender responses are within 1 percentage point.

*One IYS question is utilized in this question:* How much do you agree or disagree that the following statement is true: I feel safe at school?

*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 9a. School Perceived to be Safe Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 9b. School Perceived to be Safe Construct: Gender by Grade**

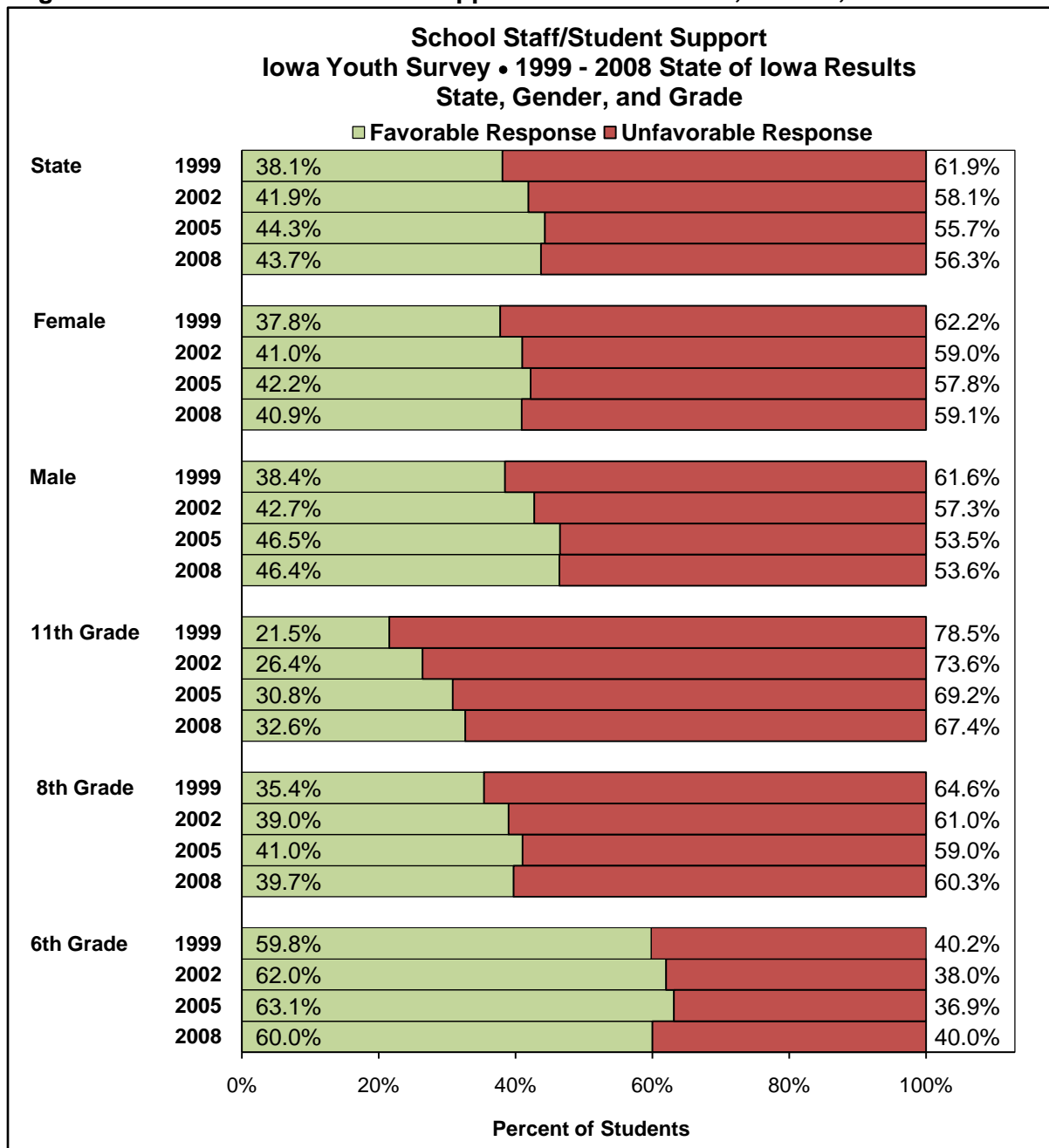
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### School Staff/Student Support

The trend overall is positive for the School Staff/Student Support construct. From 1999 to 2002 and from 2002 to 2005, a positive trend in favorable responses occurred; many changes were significant. From 2005 to 2008, 11th grade students continued to show a significant positive trend, increasing 1.8 percentage points. Conversely, students in grades 6 decreased in favorable responses, with the most notable change occurring in 6th grade females (decrease of 4.3 percentage points). From 1999 to 2008, the disparity between male and female favorable responses has steadily increased, with males reporting more favorable responses. In all survey years, students in grade 6 report much higher favorable responses than students in grades 8, who report higher favorable responses percentages than students in grade 11.

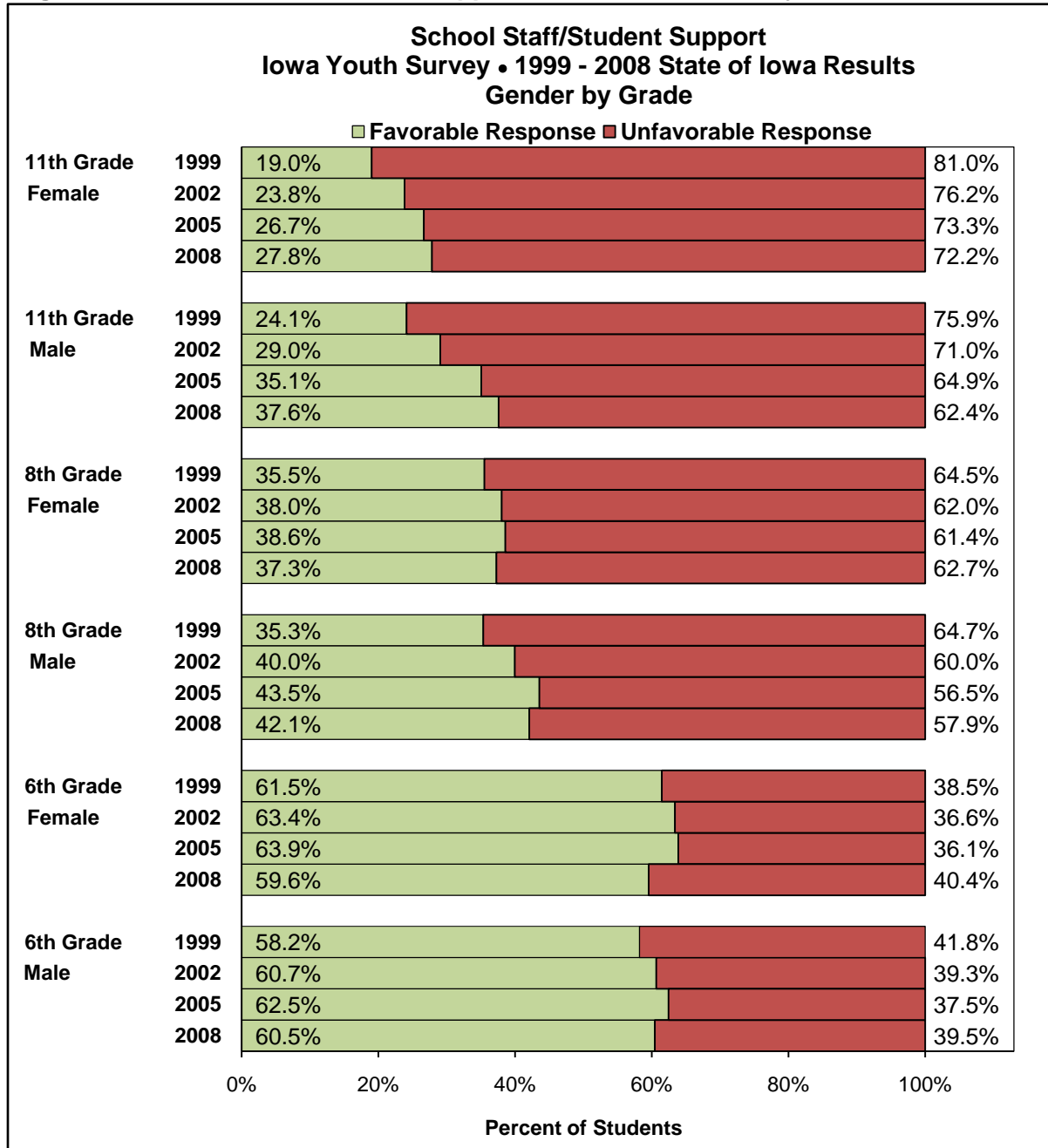
*Six IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: my teachers care about me; my teachers are available to talk with students one-on-one; my teachers notice when I am doing a good job and let me know about it; students in my school treat each other with respect; my school lets a parent/guardian know if I'm doing a good job; there is at least one adult at school that I could go to for help with a problem?

*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 10a. School Staff/Student Support Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 10b. School Staff/Student Support Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



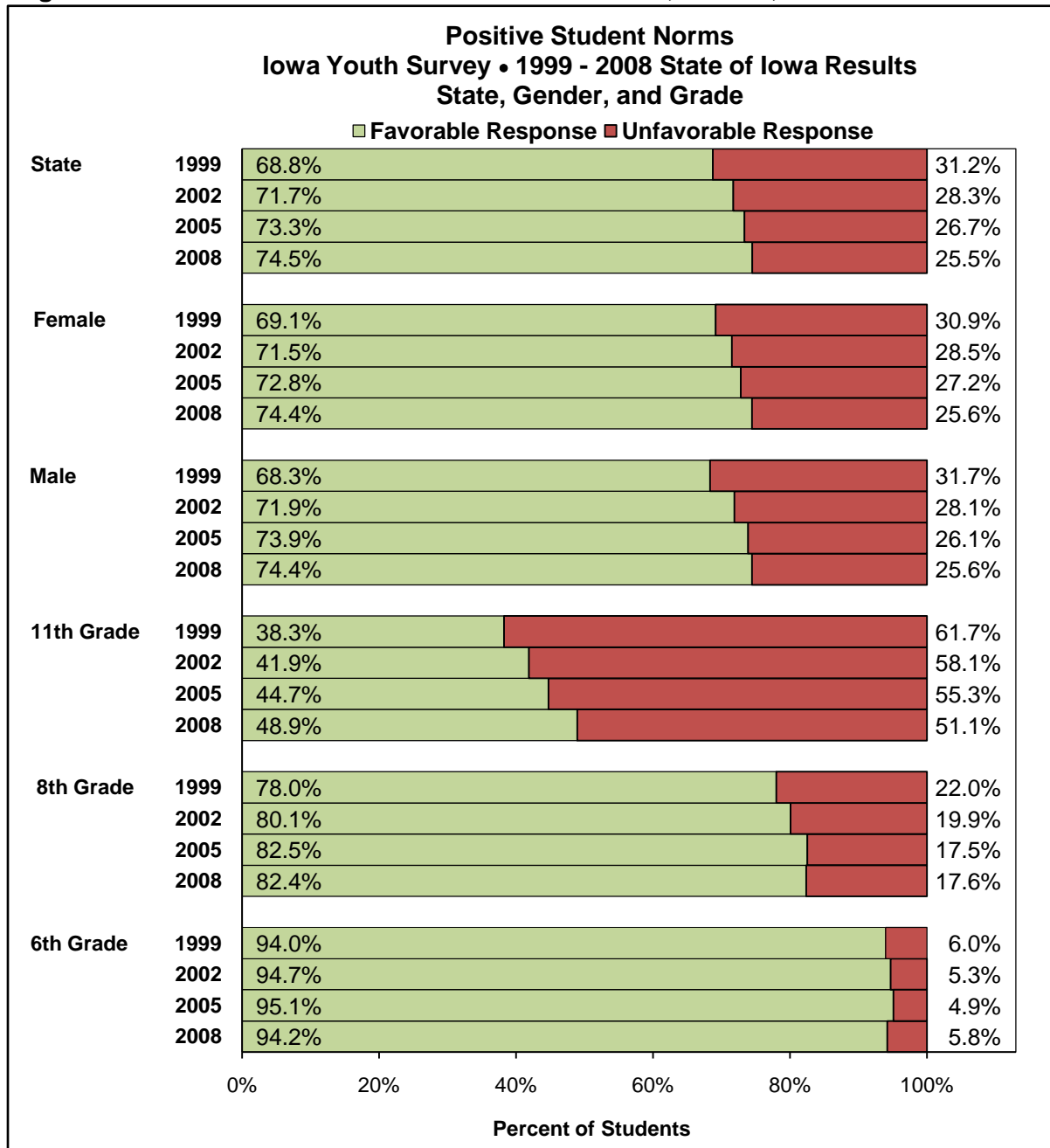
### Positive Student Norms

For the Positive Student Norms construct, favorable responses increased for the state overall from 1999 to 2008. Eleventh grade students had significant positive changes in all survey years, showing a 10.6 percentage point increase from 1999 to 2008. This includes a 10.1 percentage point increase for 11th grade females and 11.2 percentage point increase for 11th grade males. After reporting significant positive changes in previous survey years, favorable responses from 8th graders remained stable from 2005 to 2008. Responses from students in grade 6 have remained stable throughout all survey years.

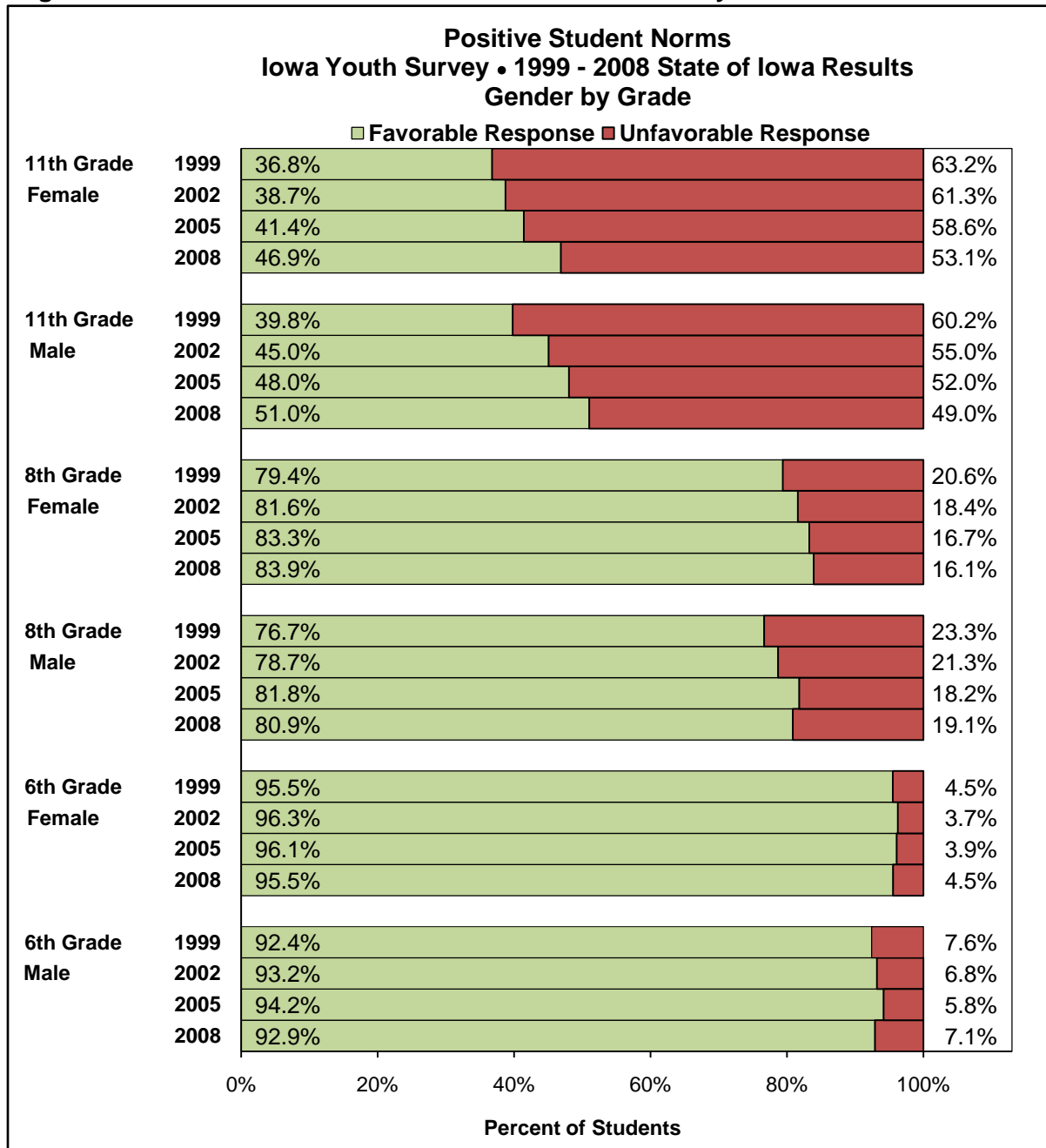
*Six IYS questions are utilized in this construct:* How wrong would most of the students in your school (not just your best friends) feel it would be to: drink beer, wine, or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs?

*Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" are coded as unfavorable.

**Figure 11a. Positive Student Norms Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 11b. Positive Student Norms Construct: Gender by Grade**

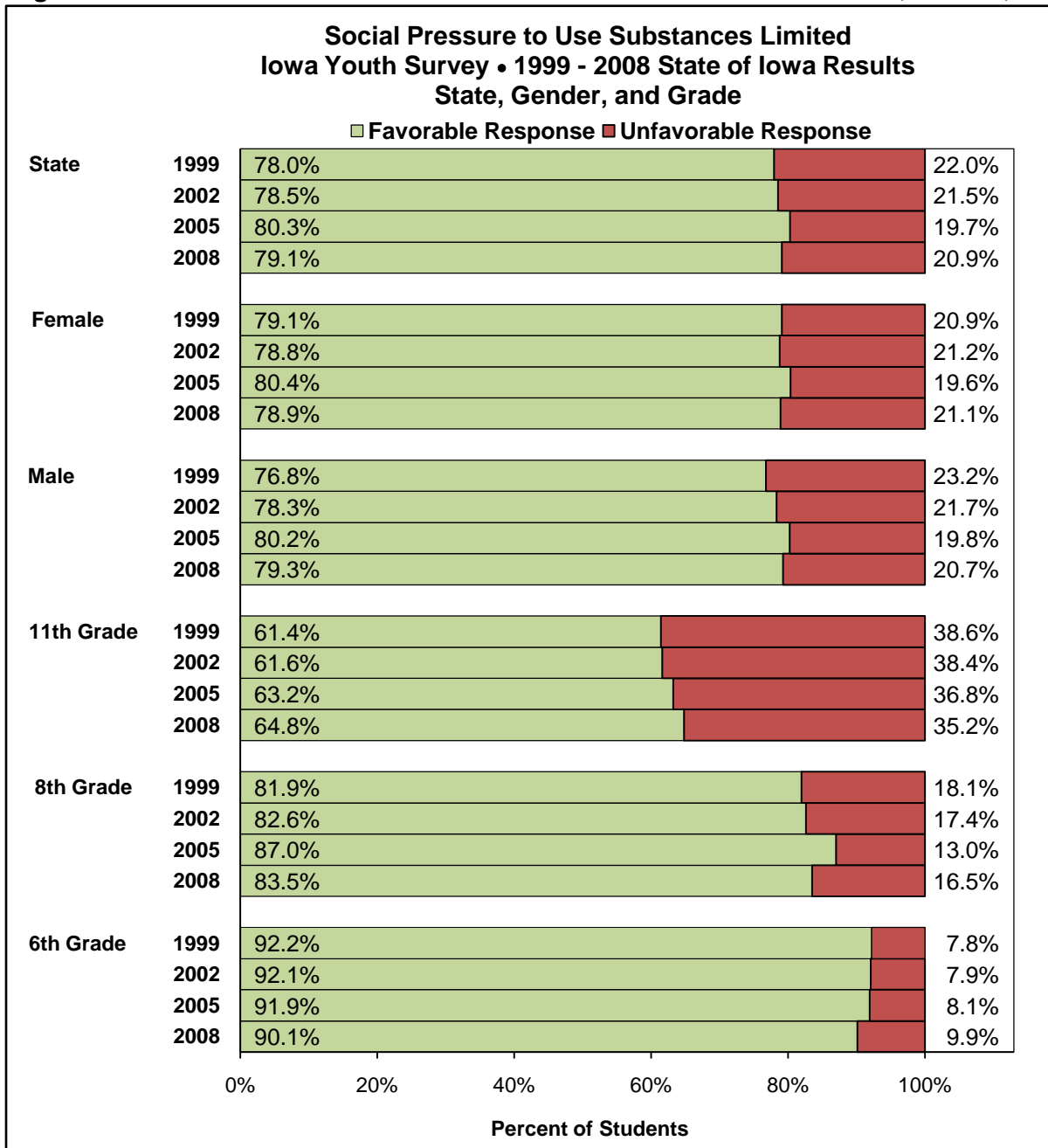
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### Social Pressure to Use Substances Limited

Significant increases in favorable responses for the Social Pressure to Use Substances Limited construct for the state occurred from 1999 to 2005 and remained stable from 2005 to 2008. Students in grade 11 show significant increases in favorable responses from 2002 to 2008 (3.2 percentage points); however, favorable responses from 11th graders are well below (by 20 to 30 percentage points) favorable responses from 6th and 8th graders. Favorable responses from students in grades 6 and 8 decreased significantly from 2005 to 2008 by 1.8 and 3.5 percentage points, respectively. Males have a lower percentage (2.3 percentage points) of favorable responses than females in 1999; however, favorable responses from males and females are within 0.5 percentage points of each other in subsequent survey years. This indicates that both males and females have similar perceptions regarding social pressure to use substances.

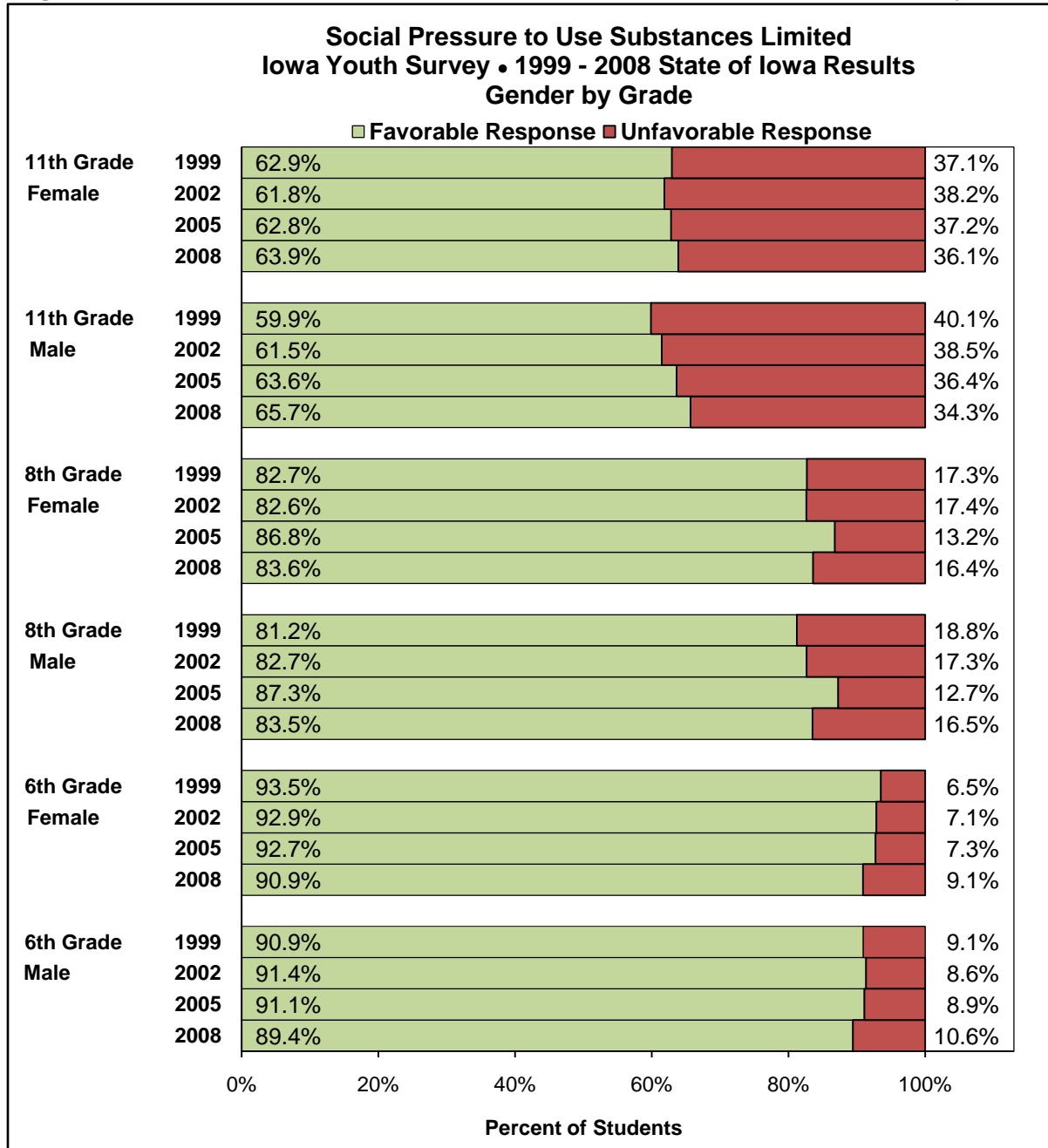
*Four IYS questions utilized in this construct:* Would you be more or less likely to be popular (respected or cool) with the other students in your school if you: smoked cigarettes; drank alcoholic beverages; smoked marijuana; used any other illegal drug?

*Response coding:* "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

**Figure 12a. Social Pressure to Use Substances Limited Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 12b. Social Pressure to Use Substances Limited Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

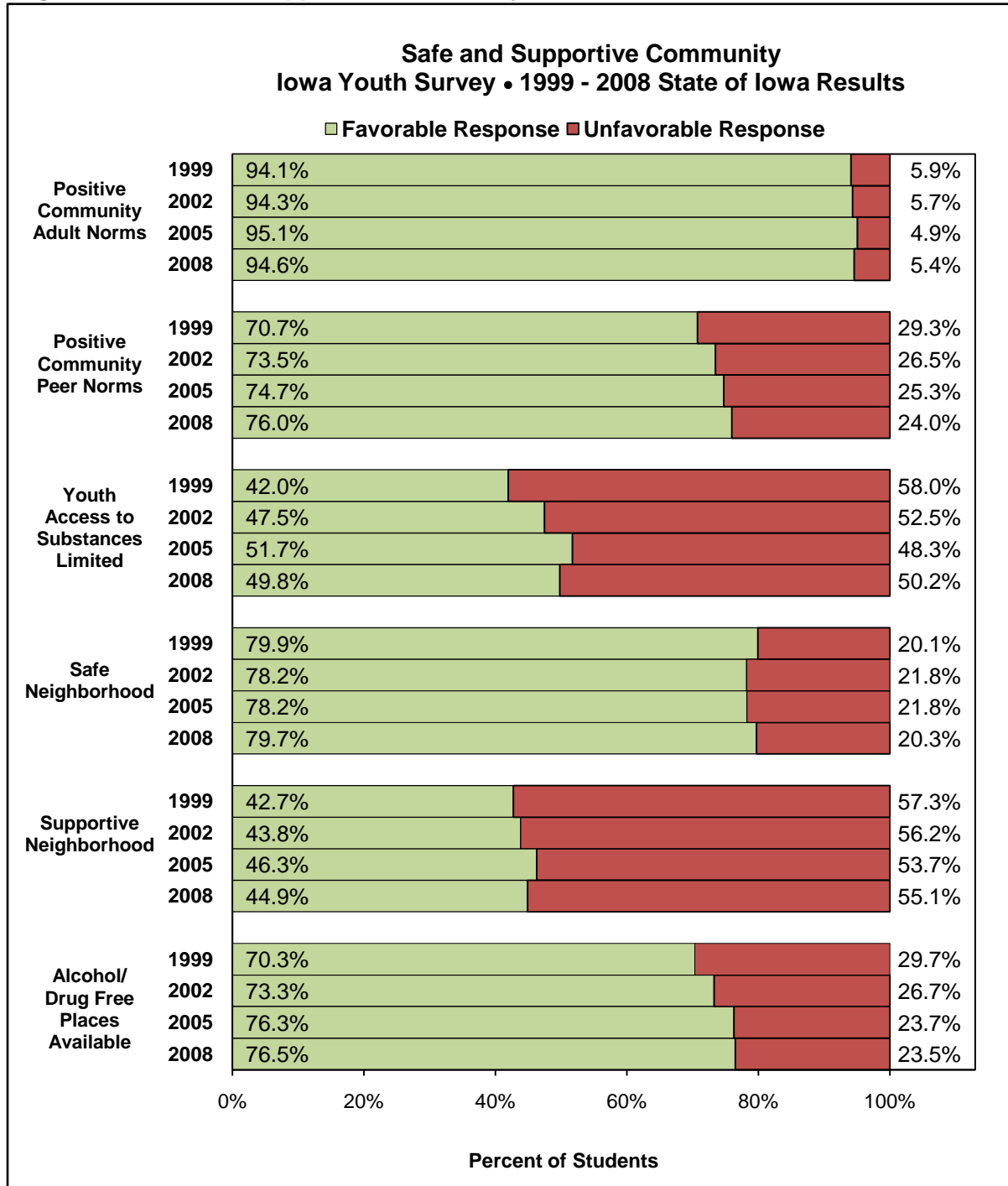
### **Domain III: Safe and Supportive Community**

The six constructs within the Safe and Supportive Community Domain (Figure 13 displayed on the following page) are:

- Positive Community Adult Norms
- Positive Community Peer Norms
- Youth Access to Substances Limited
- Safe Neighborhood
- Supportive Neighborhood
- Alcohol/Drug Free Places Available

Three constructs, Positive Community Peer Norms, Supportive Neighborhood, and Alcohol/Drug Free Places Available show positive trends in favorable responses from 1999 to 2008. After a significant decrease from 1999 to 2002 (1.7 percentage points) and no change from 2002 to 2005, the Safe Neighborhood construct returned to 1999 levels in 2008. The Positive Community Adult Norms construct has not experienced any significant change from 1999 to 2008, and has the highest percentage of favorable responses of the six constructs in this domain. The Youth Access to Substances Limited construct experienced a positive trend from 1999 to 2005; however, favorable responses decreased from 2005 to 2008 (by 1.9 percentage points). This construct, along with the Supportive Neighborhood construct, yield the lowest percentage of favorable responses in this domain.

**Figure 13. Safe and Supportive Community Domain**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



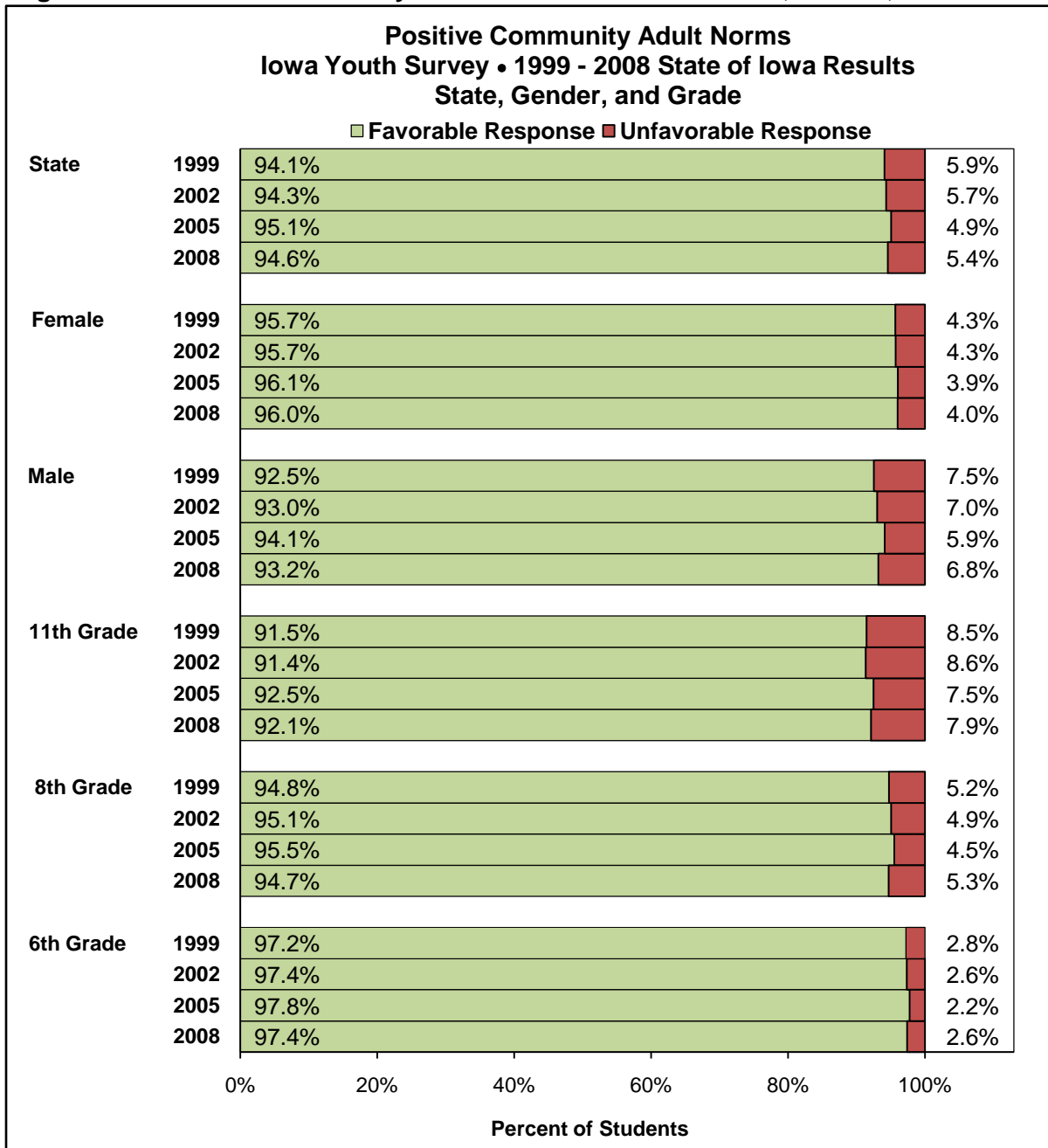
### Positive Community Adult Norms

The favorable response percentages have remained high during each survey year for the Positive Community Adults Norms construct, with no significant change from year to year. Overall, females have higher favorable percentages than males in each survey year. Students in grade 6 report higher favorable percentages than students in 8th grade; students in grade 8 report higher favorable percentages than students in 11th grade.

*Six IYS questions are utilized in this construct:* How wrong would most adults in your neighborhood and/or community feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs?

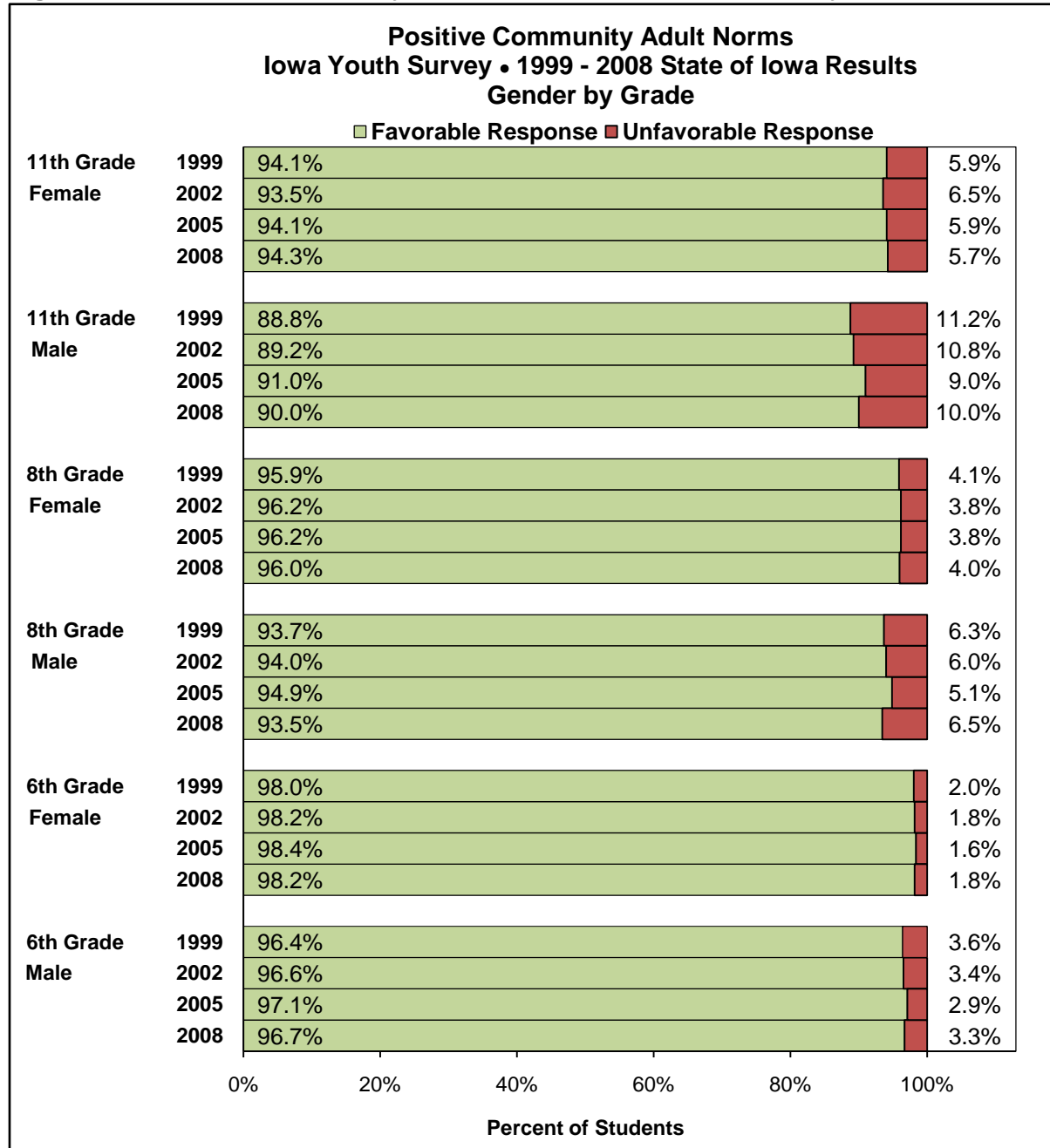
*Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.

**Figure 14a. Positive Community Adult Norms Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 14b. Positive Community Adult Norms Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

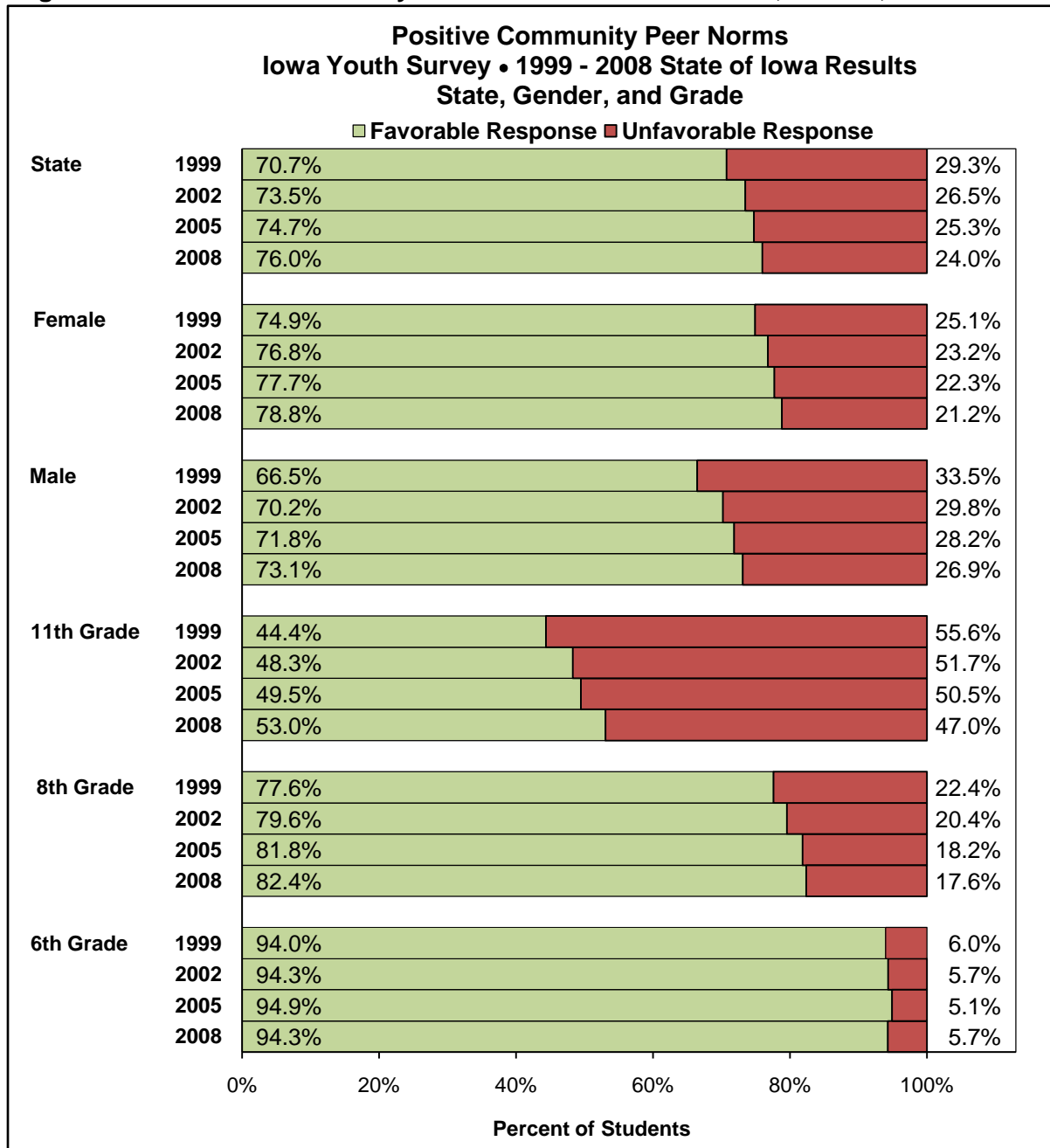
### Positive Community Peer Norms

The Positive Community Peer Norms construct continues to show a positive trend in favorable responses from 1999 to 2008. Although 11th grade students had a lower percentage of favorable responses than grades 6 and 8, a significant positive trend occurred from 1999 to 2008 for grade 11. Males have considerably lower favorable responses than females in all grades for this construct, with 11th grade males having the lowest percentage of favorable responses indicating they feel their peers would not disapprove of substance use or violence. Of note, from 2005 to 2008, the highest increases in favorable responses were seen for 11th grade males (3.2 percentage points) and females (3.7 percentage points). In all survey years, 6th graders report much higher favorable responses than students in grade 8, who in turn report much higher favorable responses than 11th graders.

*Six IYS questions are utilized in this construct:* Thinking of your best friends, how wrong would most of them feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs?

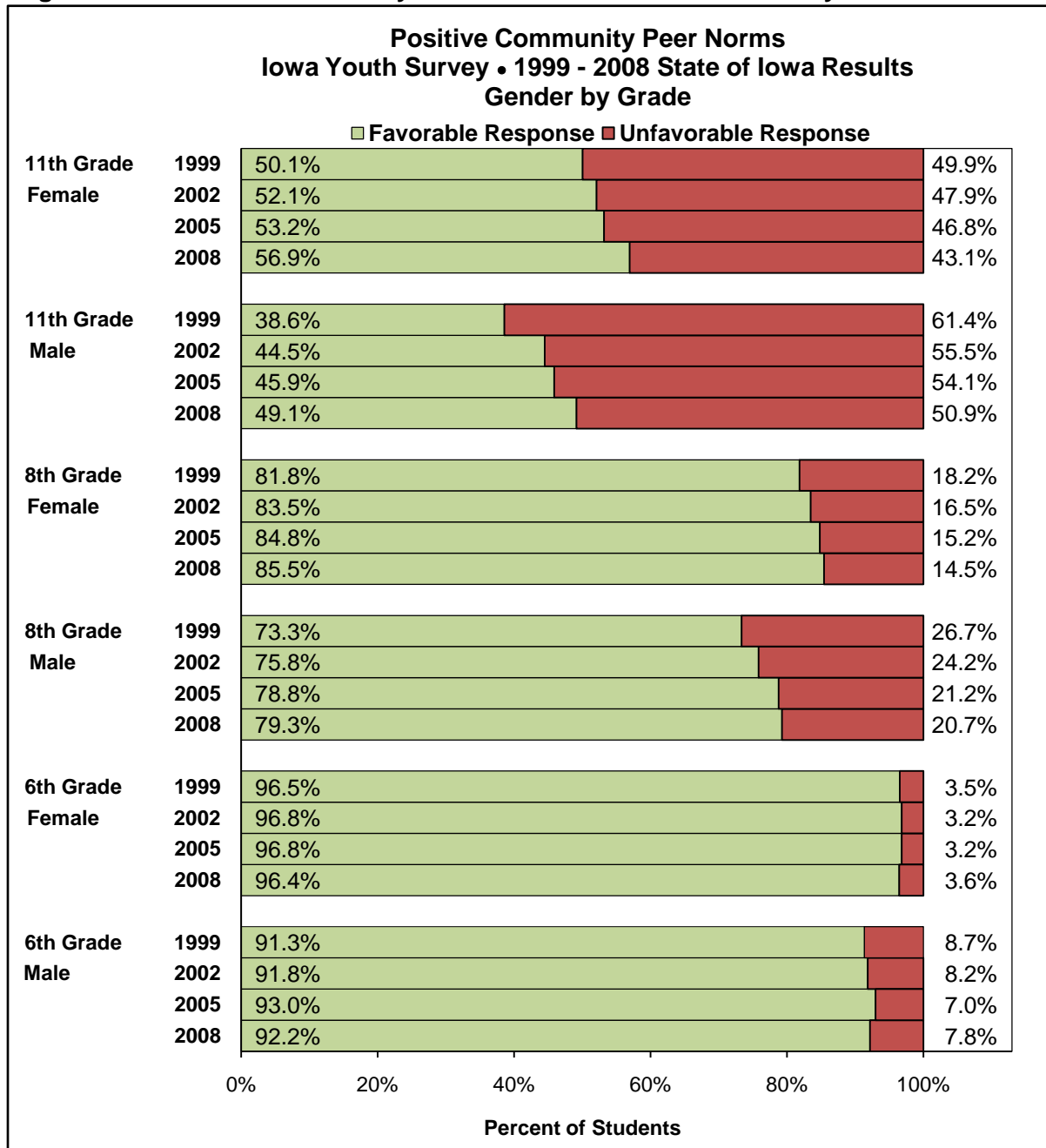
*Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.

**Figure 15a. Positive Community Peer Norms Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 15b. Positive Community Peer Norms Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

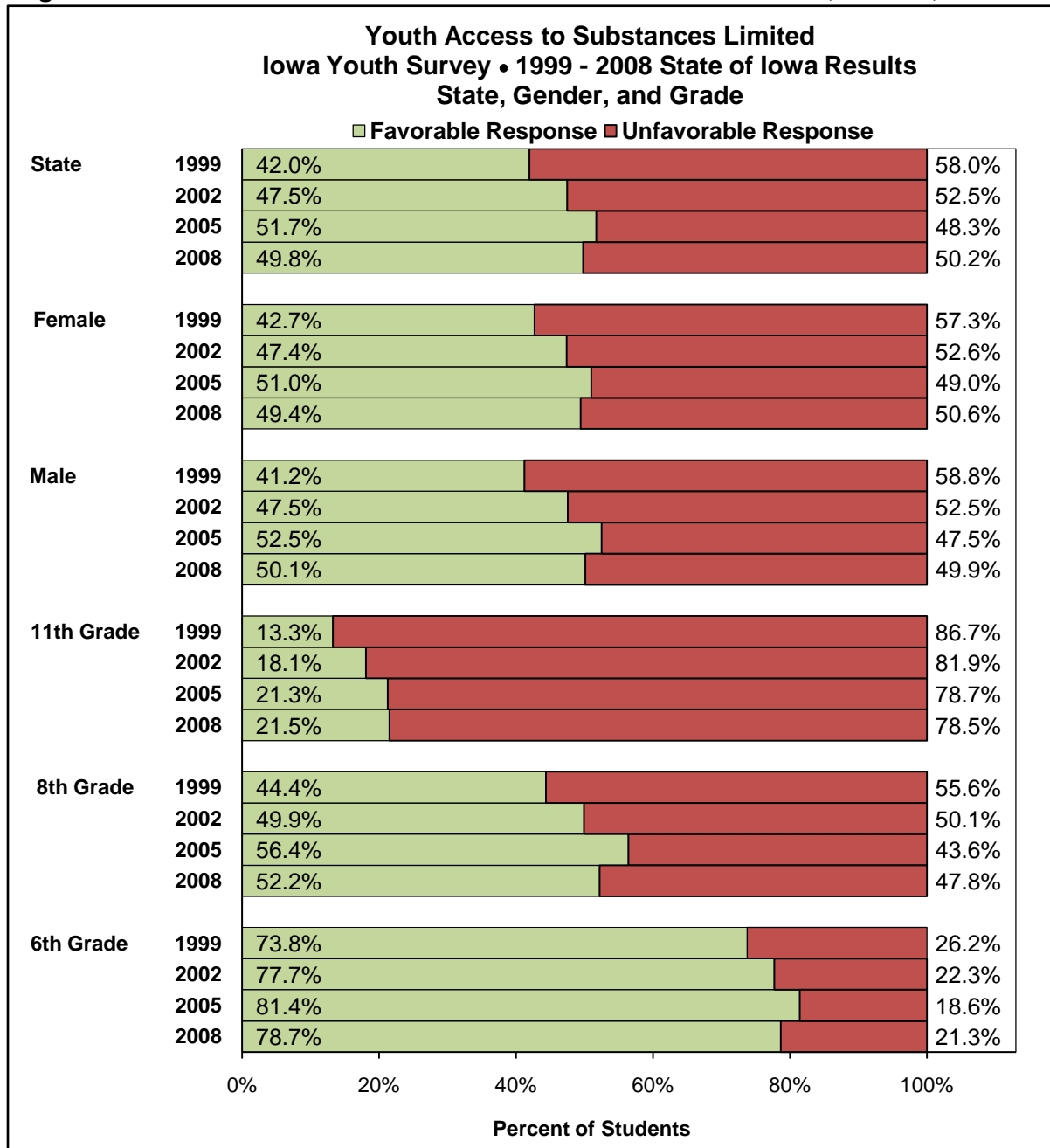
### Youth Access to Substances Limited

Significant positive trends for the Youth Access to Substances Limited construct occurred from 1999 to 2005 for all groups. From 2005 to 2008, all groups except for 11th graders experienced a significant decrease in favorable responses. In all survey years, favorable responses from 11th graders are well below (by 30 to 60 percentage points) favorable responses from students in grades 6 and 8. However, from 2005 to 2008, 6th and 8th graders show significant decreases in favorable responses (2.7 and 4.2 percentage points respectively) while 11th graders remain steady. There are no significant differences between male and female responses overall although favorable responses from females in grades 8 and 11 were significantly lower than males in 2002, 2005, and 2008, indicating females may have increased access to alcohol, tobacco, or illegal drugs. Conversely, 6th grade males have significantly lower percentages of favorable responses compared to 6th grade females in all survey years.

*Six IYS questions are utilized in this construct:* In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: cigarettes; alcoholic beverages (beer, wine or liquor); marijuana (pot, grass, hash, bud, weed); methamphetamines (crank, ice); amphetamines other than methamphetamines (like stimulants, uppers, speed); any other illegal drug (cocaine, etc.)?

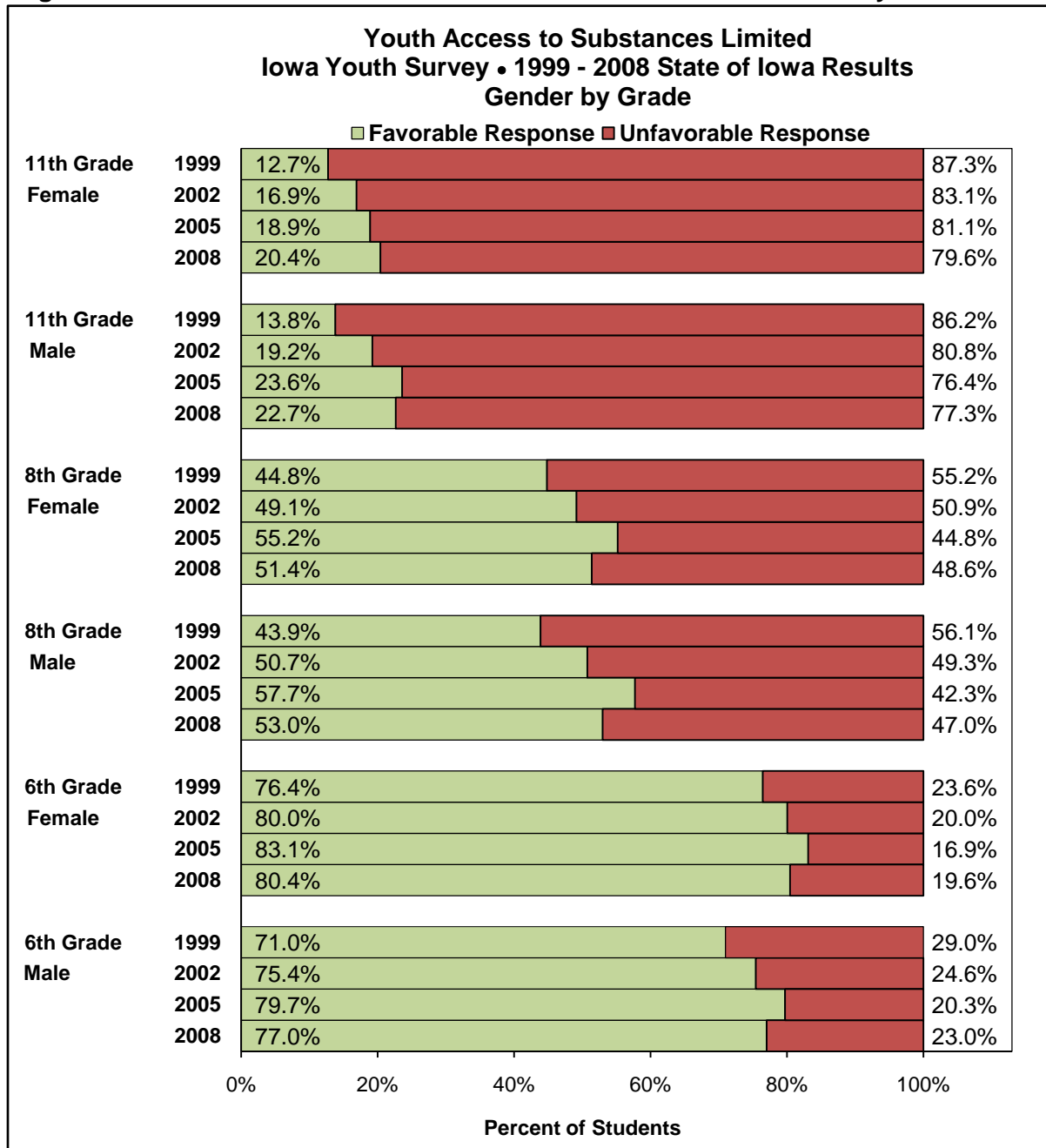
*Response coding:* "Very hard," "hard," or "don't know" are coded as favorable and "easy" or "very easy" are coded as unfavorable.

**Figure 16a. Youth Access to Substances Limited Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



**Figure 16b. Youth Access to Substances Limited Construct: Gender by Grade**

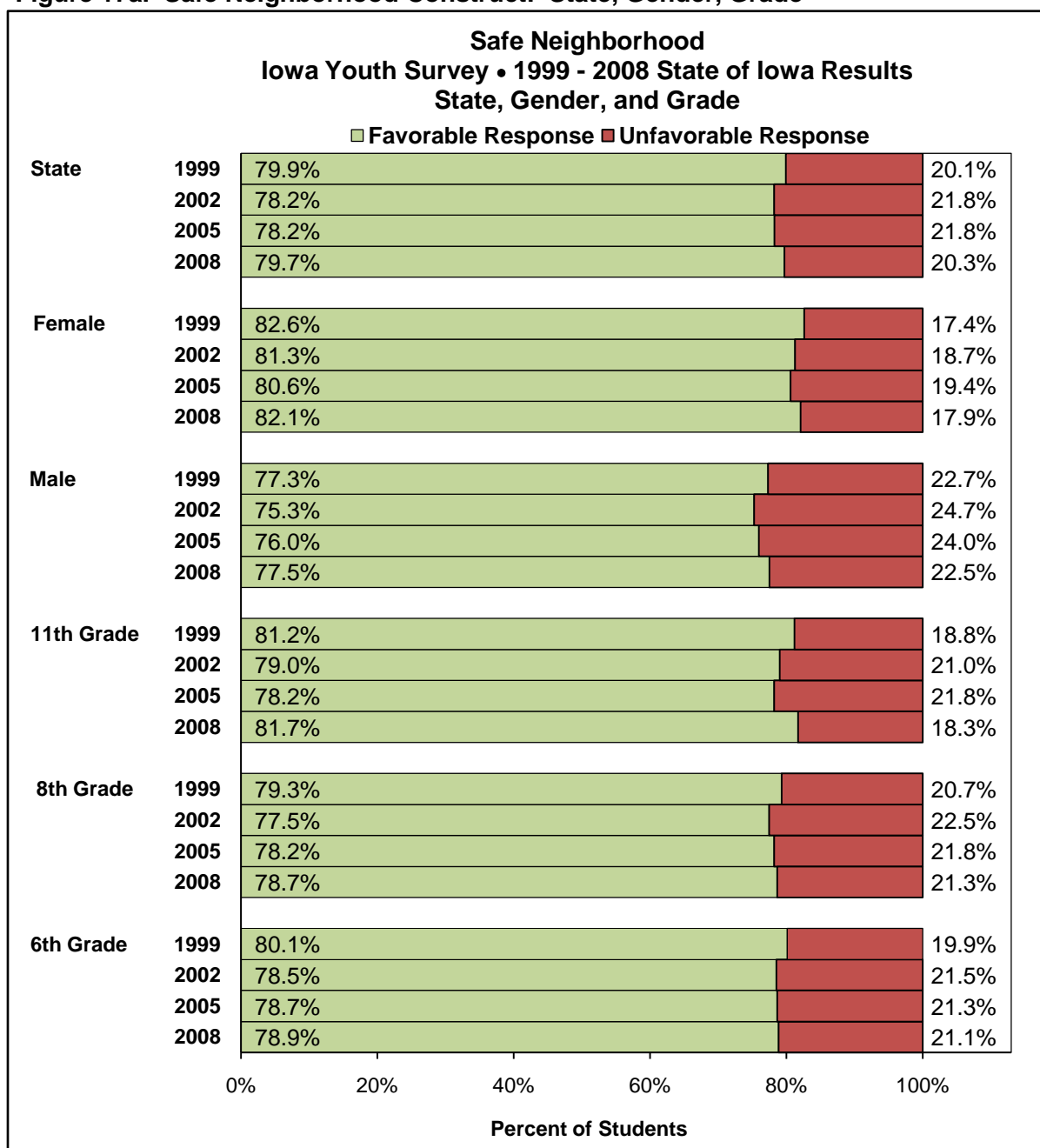
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### Safe Neighborhood

The Safe Neighborhood construct had similar percentages of positive responses reported in 1999 and 2008. From 1999 to 2002, nearly all groups show significant decreases in favorable responses, most notably from 6th grade males (decrease of 2.7 percentage points). From 2002 to 2005, this negative trend leveled off and there were no significant changes. From 2005 to 2008, the construct remained stable for most groups with significant changes reported by 11th grade students (increase of 3.5 percentage points). In all survey years, males are much less likely than females to perceive they have a safe neighborhood.

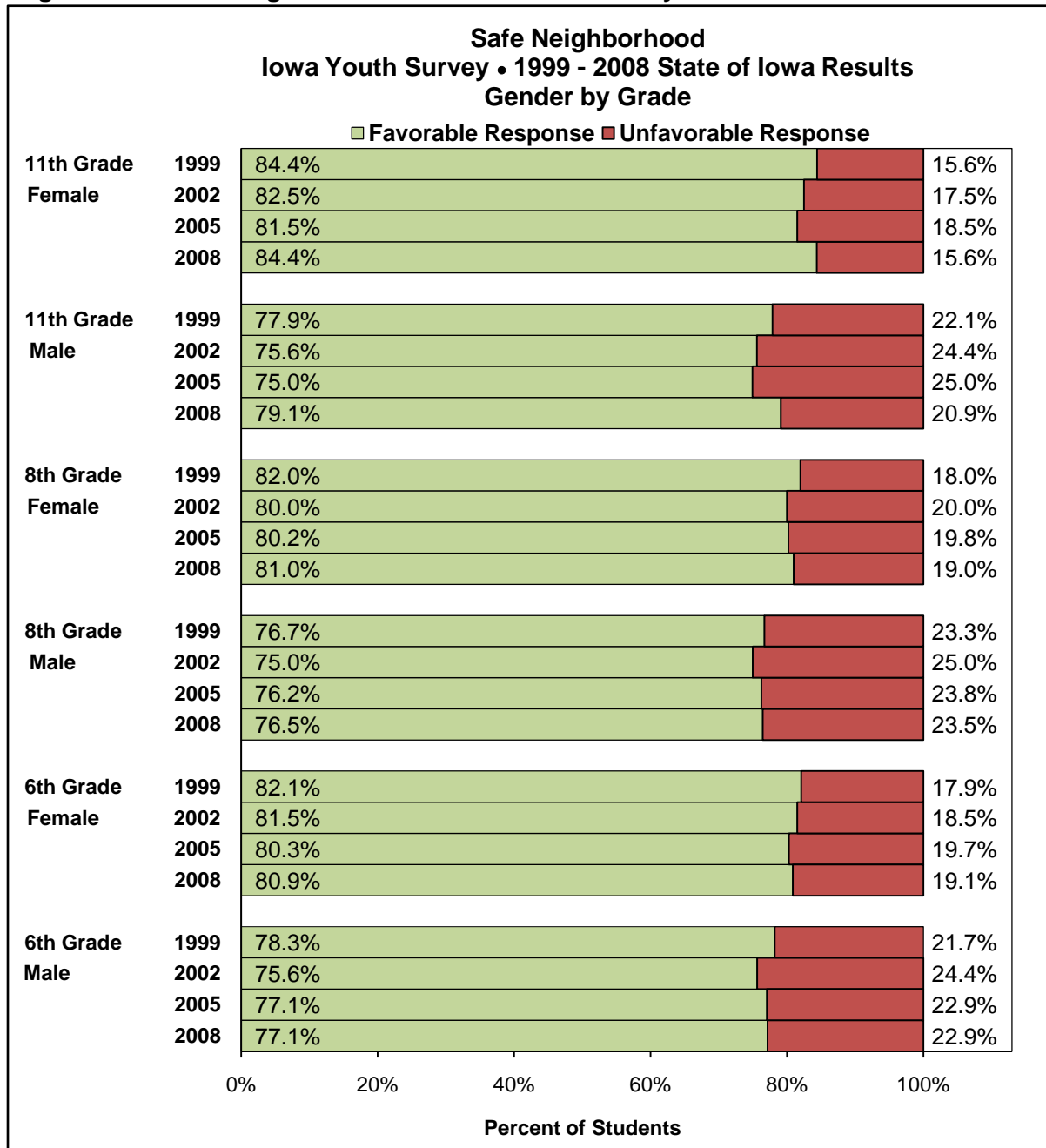
*Two IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: my neighborhood is a safe place to live; in my neighborhood there are lots of fights, crime, or illegal drugs?

*Response coding:* First question - “strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable. Second question - “strongly disagree” or “disagree” are coded as favorable and “strongly agree” or “agree” are coded as unfavorable.

**Figure 17a. Safe Neighborhood Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 17b. Safe Neighborhood Construct: Gender by Grade**



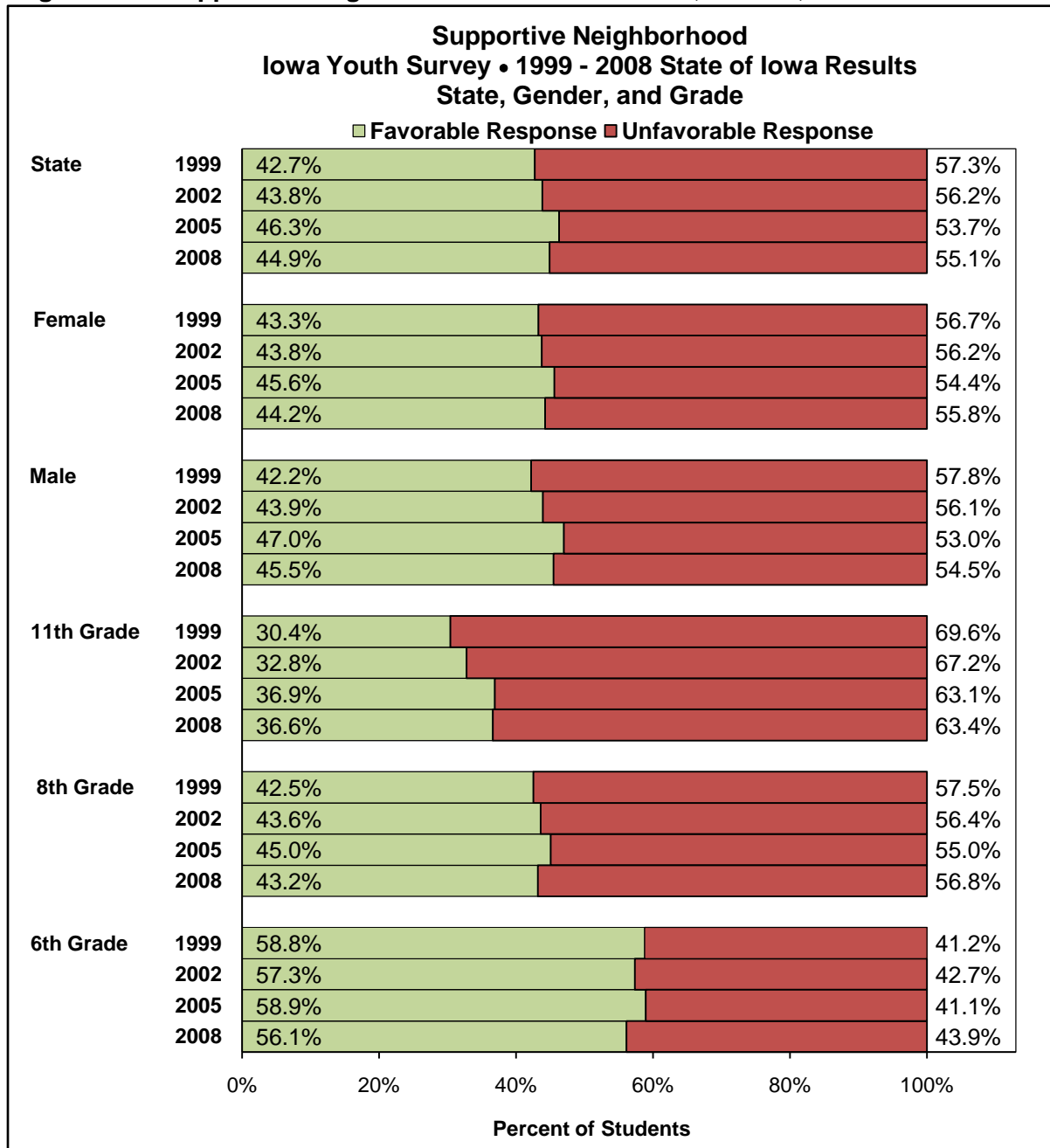
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### Supportive Neighborhood

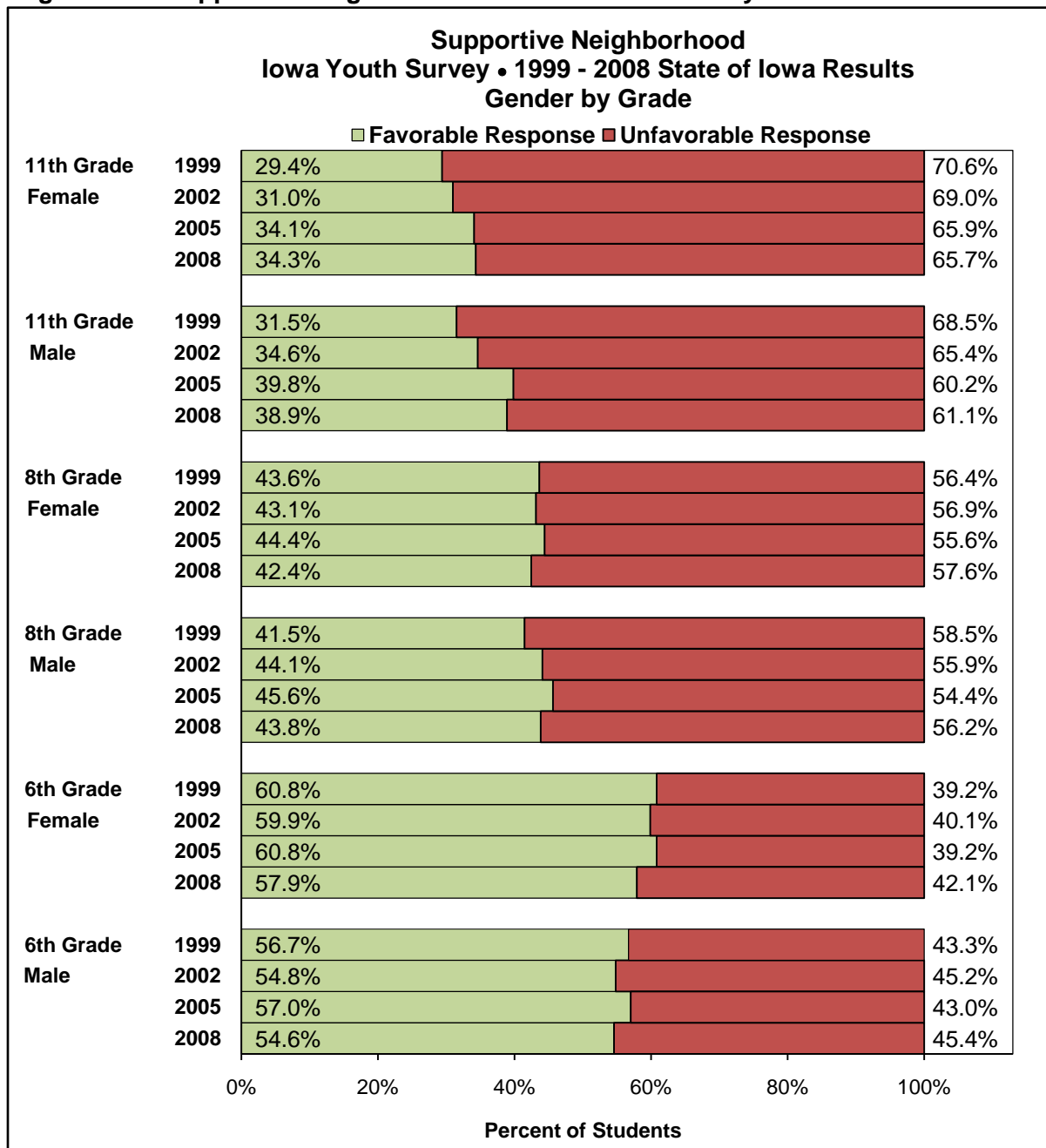
Positive trends in favorable responses occurred from 1999 to 2005 for many groups in the Supportive Neighborhood construct. While 11th graders remained steady from 2005 to 2008, significant decreases in favorable responses occurred for 6th and 8th graders (2.8 and 1.8 percentage points, respectively). Future IYS survey data will indicate if this is only a temporary decline for this construct. From 1999 through 2008, females and males have similar percentages of favorable responses for this construct overall. However, 6th grade females have significantly higher favorable responses than 6th males in all survey years and conversely, 11th grade males have significantly higher favorable responses than 11th grade females in all survey years. Students in grade 6 feel their neighborhood is the most supportive, averaging 14 percentage points higher over all survey years compared with 8th graders, and averaging 24 percentage points higher than 11th graders over all survey years.

*Six IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: if someone in my neighborhood or community saw me do something wrong, they would tell one of my parents (or adults who live with me); adults in my community care about people my age; my neighbors get along well with each other; adults in my neighborhood or community let me know they are proud of me when I do something well; adults in my neighborhood or community help me when I need help; adults in my neighborhood or community spend time talking with me?

*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 18a. Supportive Neighborhood Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 18b. Supportive Neighborhood Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### Alcohol/Drug Free Places Available

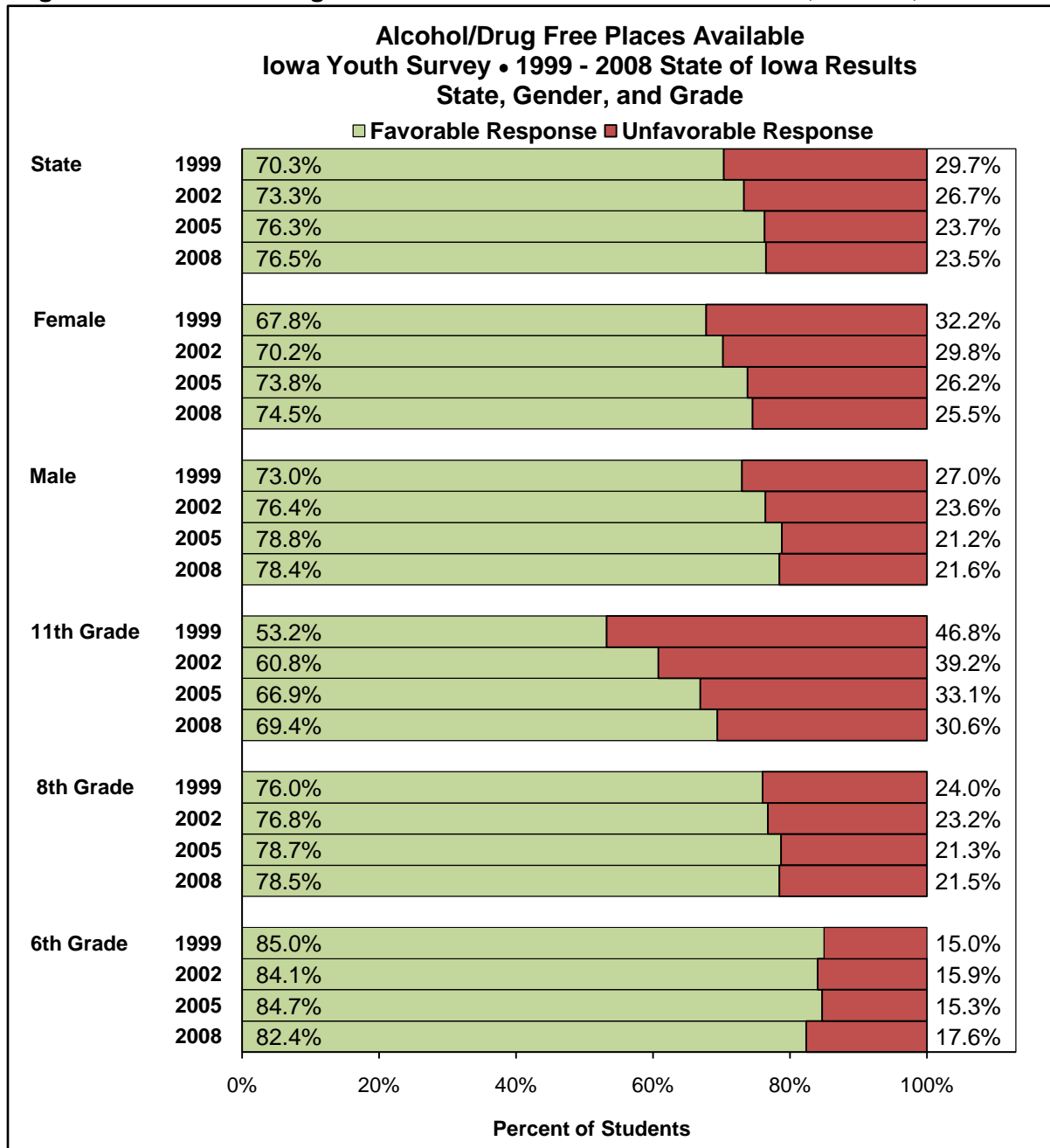
From 1999 to 2008, there is an overall positive trend for the Alcohol/Drug Free Places Available construct. Although 11th grade students had the lowest percentage of favorable responses compared to students in grade 6 and 8, significant positive trends in favorable responses in 11th grade students occurred during all survey years (increasing 16.2 percentage points from 1999 to 2008). Overall, males feel there are more alcohol and drug free places available than females, however this disparity has narrowed each survey year since 2002 and significant increases in favorable responses from both genders occurred from 1999 to 2005. Students in grade 6 reported more alcohol and drug free places available than 8th graders, who reported more alcohol and drug free places available than 11th graders. Of note, through the survey years this difference is lessening; in 2008, 6th grade students showed a significant decrease in perception of availability of substance free places.

*One IYS question is utilized in this question:* How much do you agree or disagree that the following statement is true: there are enough places for kids my age to go that are alcohol and drug free?

*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

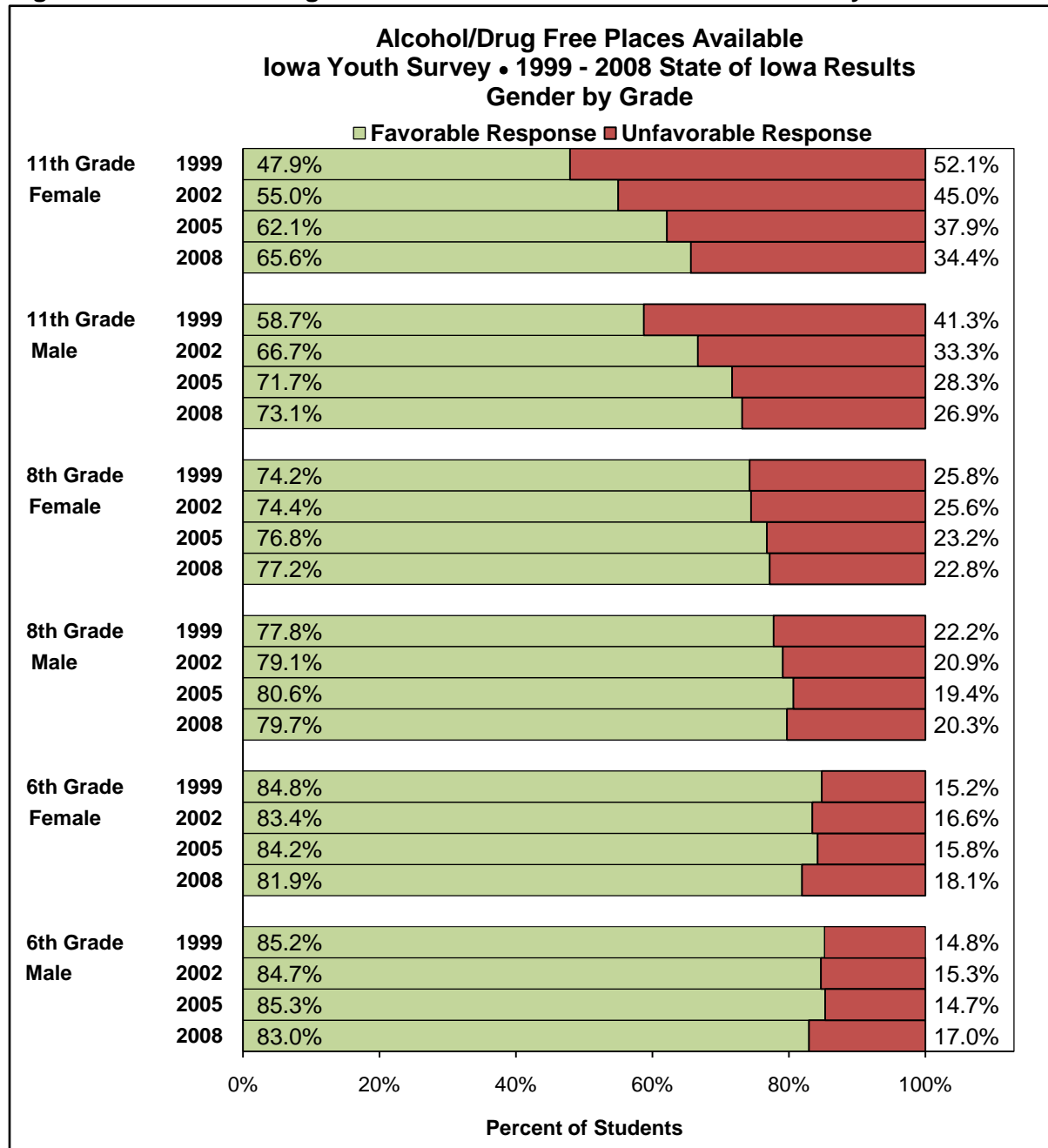


**Figure 19a. Alcohol/Drug Free Places Available Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 19b. Alcohol/Drug Free Places Available Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

#### **Domain IV: Healthy Youth – Avoidance of Risky Behavior**

The seven constructs within the Healthy Youth – Avoidance of Risky Behavior Domain (Figure 20 displayed on the following page) are:

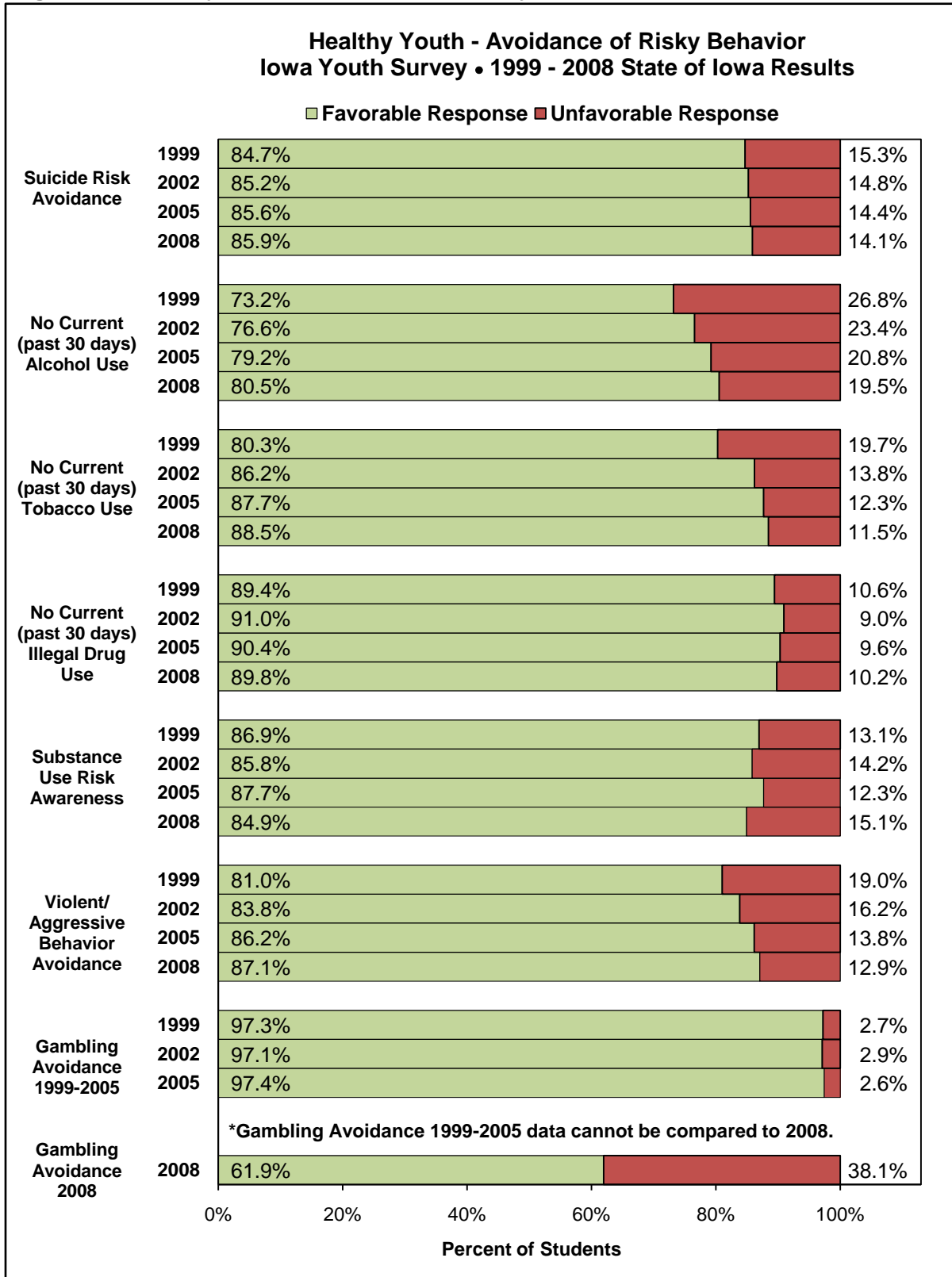
- Suicide Risk Avoidance
- No Current (past 30 days) Alcohol Use
- No Current (past 30 days) Tobacco Use
- No Current (past 30 days) Illegal Drug Use
- Substance Use Risk Awareness
- Violent/Aggressive Behavior Avoidance
- Gambling Avoidance

Two constructs, No Current (past 30 days) Alcohol Use and Violent/Aggressive Behavior Avoidance had significant increases in favorable responses from 1999 to 2005 and remained steady in 2008. The Suicide Risk Avoidance construct is concerning as in Iowa during each survey year, over 14 percent of students have reported a suicide plan made in the last 12 months and/or attempted suicide. Despite an uptick from 2002 to 2005 (1.9 percentage points), the Substance Use Risk Awareness construct has had a significant decrease from 1999 to 2008 (decrease of 2.0 percentage points). The No Current (past 30 days) Alcohol Use construct continues to have the lowest percentage of favorable responses in this domain for each survey year. The No Current (past 30 days) Tobacco Use construct maintains a positive upward trend from 1999 through 2008, with an 8.2 percentage point increase.

In 2005, a question about prescription drug use was added to the No Current (past 30 days) Illegal Drug Use construct in an effort to identify a potential increase in illegal use of prescription medications by youth. Therefore, interpretation of trends in this construct should take this change into consideration. The No Current (past 30 days) Illegal Drug Use construct had a significant increase in favorable responses from 1999 to 2002, but in 2008 returned to the same level as 1999.

In 2008, the questions utilized in the Gambling Avoidance construct changed considerably to obtain additional, more detailed information. In 1999 through 2005, three questions regarding gambling were included in the survey. In 2008, the questions were revised and the total increased to ten questions. Data from 1999 through 2005 for this construct cannot be compared with 2008 data and therefore is separated in Figure 20. From 1999 to 2005, this construct changed very little and had the highest percentage of favorable responses (approximately 97%) of the seven constructs in this domain. It will be interesting to analyze trends in future survey years utilizing the more detailed gambling questions incorporated in the 2008 IYS.

**Figure 20. Healthy Youth – Avoidance of Risky Behavior Domain**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

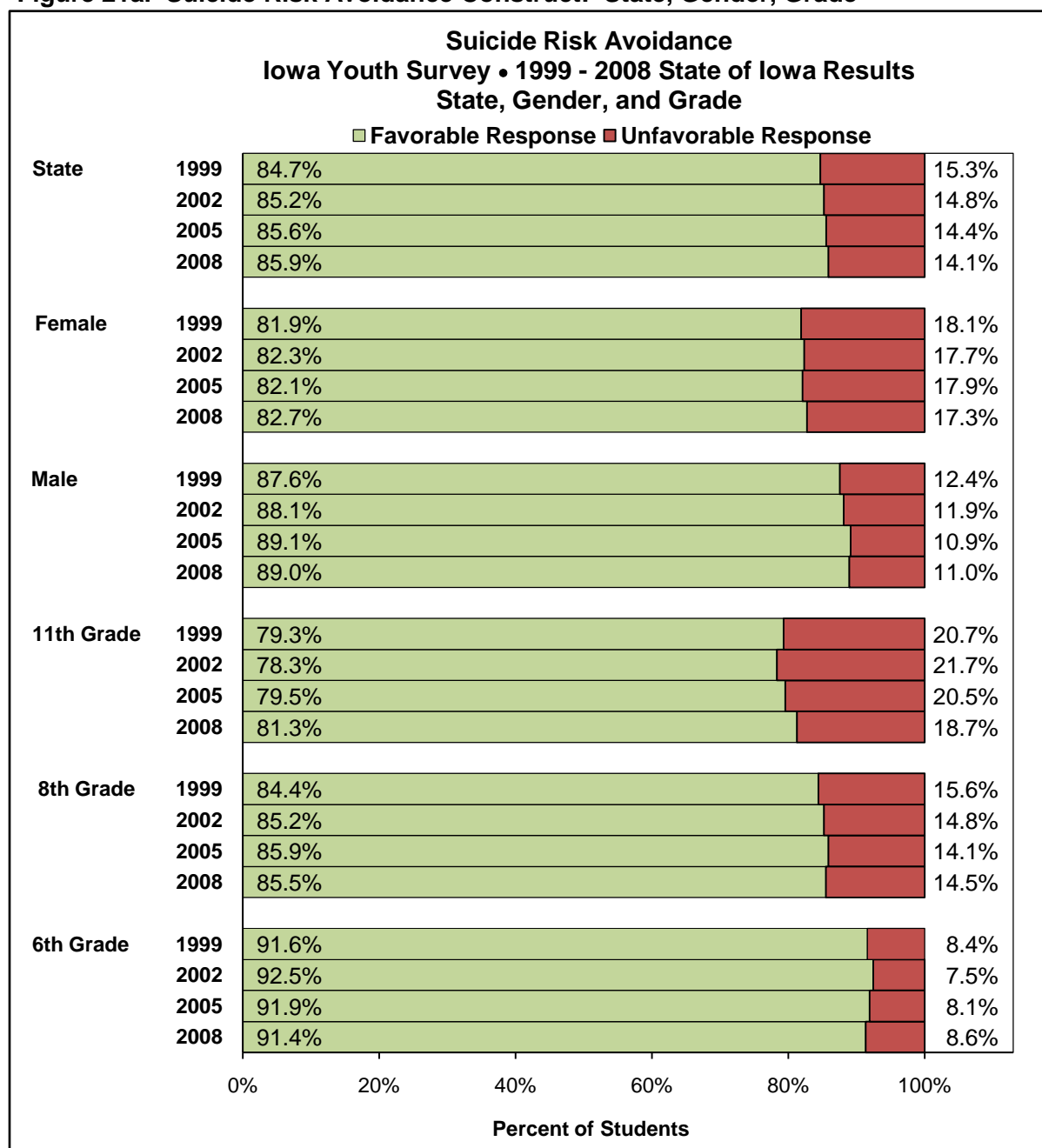
\*Refer to page 82 for more information.

### Suicide Risk Avoidance

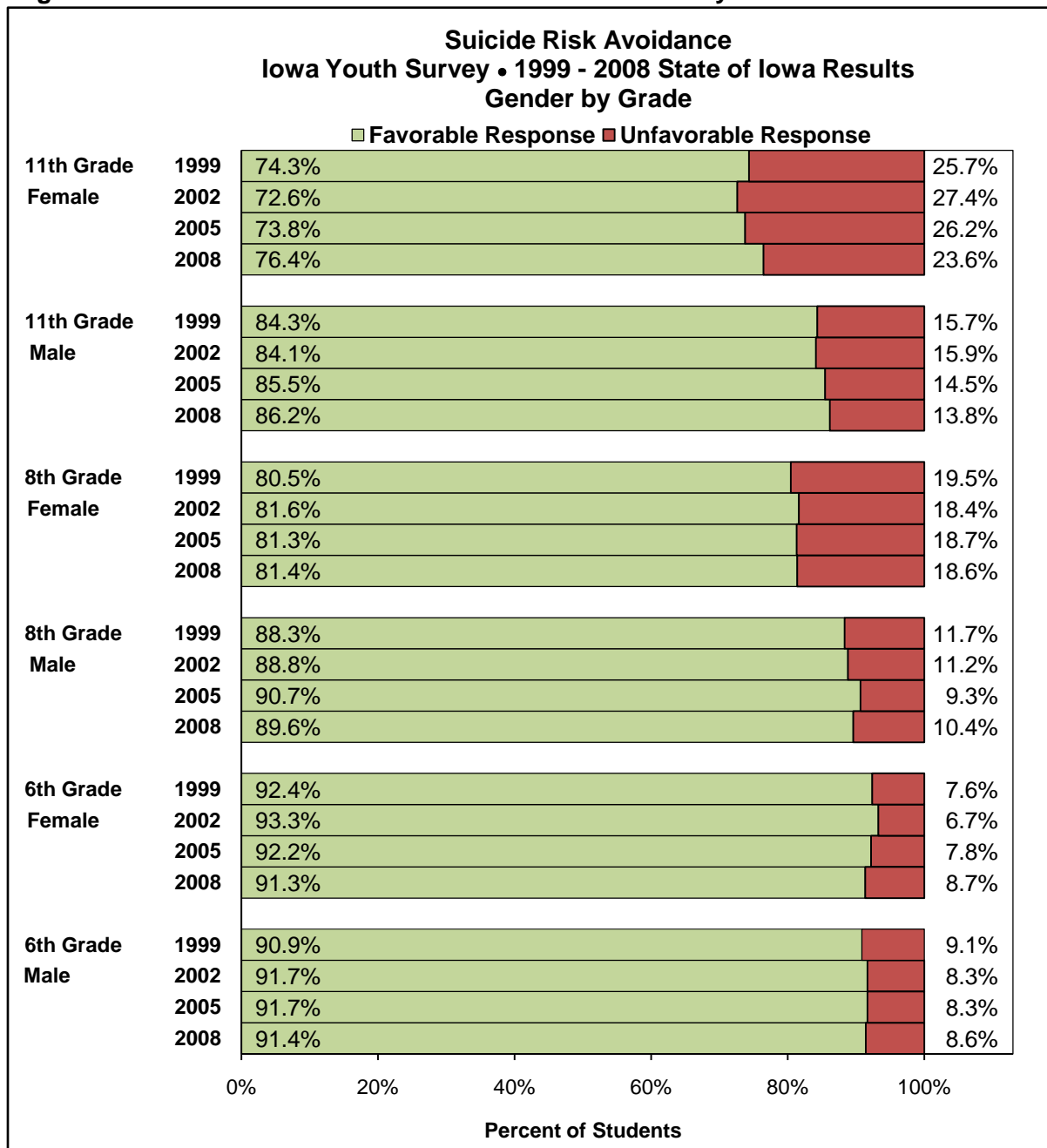
Females report a higher suicide risk than males for the Suicide Risk Avoidance construct. This gap between females and males widens as grade level increases. Reporting of suicide plans and suicide attempts also increase as grade level increases. A significant favorable increase occurs from 2005 to 2008 for 11th grade females (2.6 percentage points). However, the average of 26% of females in grade 11 indicating an unfavorable response to this construct over the survey years and an average of 18% of all females indicating an unfavorable response from 1999 to 2008 is a cause for concern.

*Two IYS questions are utilized in this construct:* In the last 12 months, did you make a plan about how you would attempt suicide? Have you ever tried to kill yourself?

*Response coding:* "No" is coded as favorable and "yes" is coded as unfavorable.

**Figure 21a. Suicide Risk Avoidance Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 21b. Suicide Risk Avoidance Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

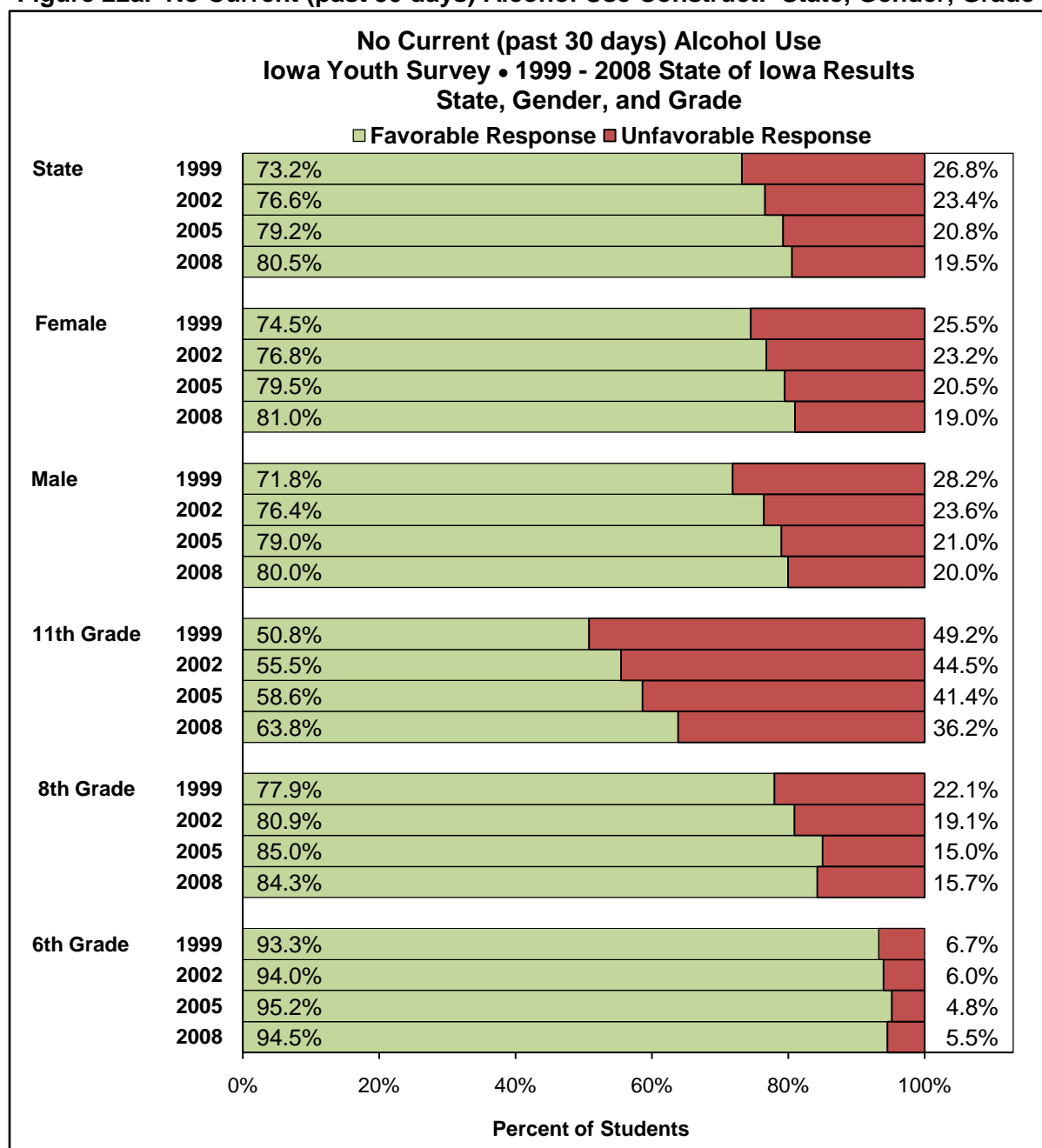
No Current (past 30 days) Alcohol Use

From 1999 to 2008, state data presents a positive trend for the No Current (past 30 days) Alcohol Use construct. The data shows that alcohol use increases steadily from grade 6 to grade 11. Favorable trends occurred from 1999 to 2008 for 8th and 11th graders, while 6th graders remained stable. A notable change occurred for 11th graders who showed an increase in favorable responses by 5.2 percentage points from 2005 to 2008. From 1999 to 2008, favorable responses for 11th grade females increased 12 percentage points and for 11th grade males increased 14.1 percentage points. Favorable responses from students in grade 6 are consistent in all survey years with the only significant change occurring for 6th grade males from 2002 to 2005 (1.7 percentage point increase). Males had a lower percentage (2.7 percentage points less) of favorable responses compared to females in 1999; however, favorable responses for males and females are similar from 2002 to 2008.

*Two IYS questions are utilized in this construct:* During the last 30 days, on how many days did you have 5 or more drinks of alcohol (glasses, bottles or cans of beer; glasses of wine, liquor, mixed drinks) in a row, that is within a couple of hours? In the past 30 days, on how many days have you had at least one drink of alcohol (glass, bottle or can of beer; glass of wine, liquor or mixed drink)?

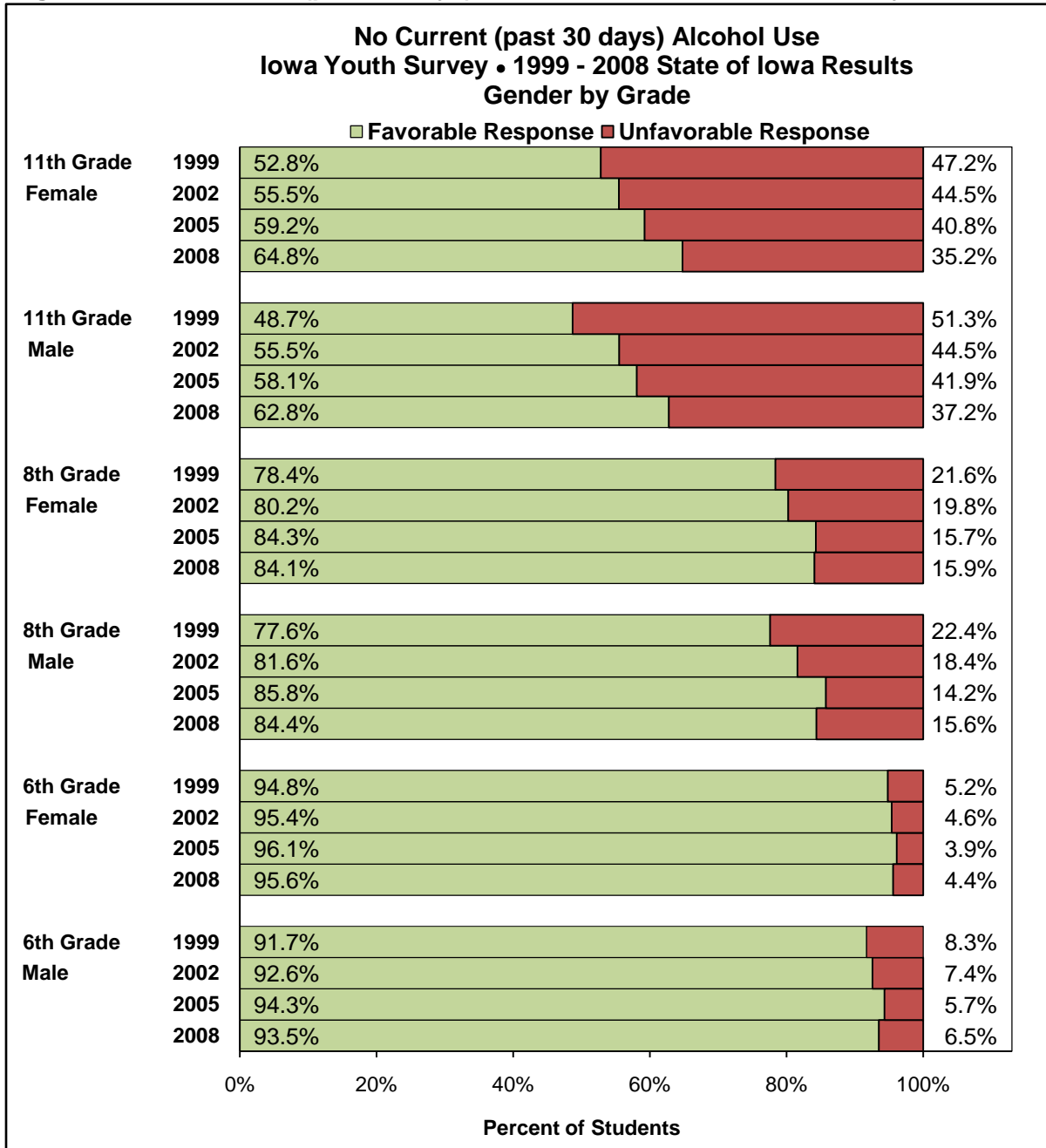
*Response coding:* "0 days" is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all responses are missing, the record is coded as favorable. Any response indicating 1 or more days of use is coded as unfavorable.



**Figure 22a. No Current (past 30 days) Alcohol Use Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 22b. No Current (past 30 days) Alcohol Use Construct: Gender by Grade**



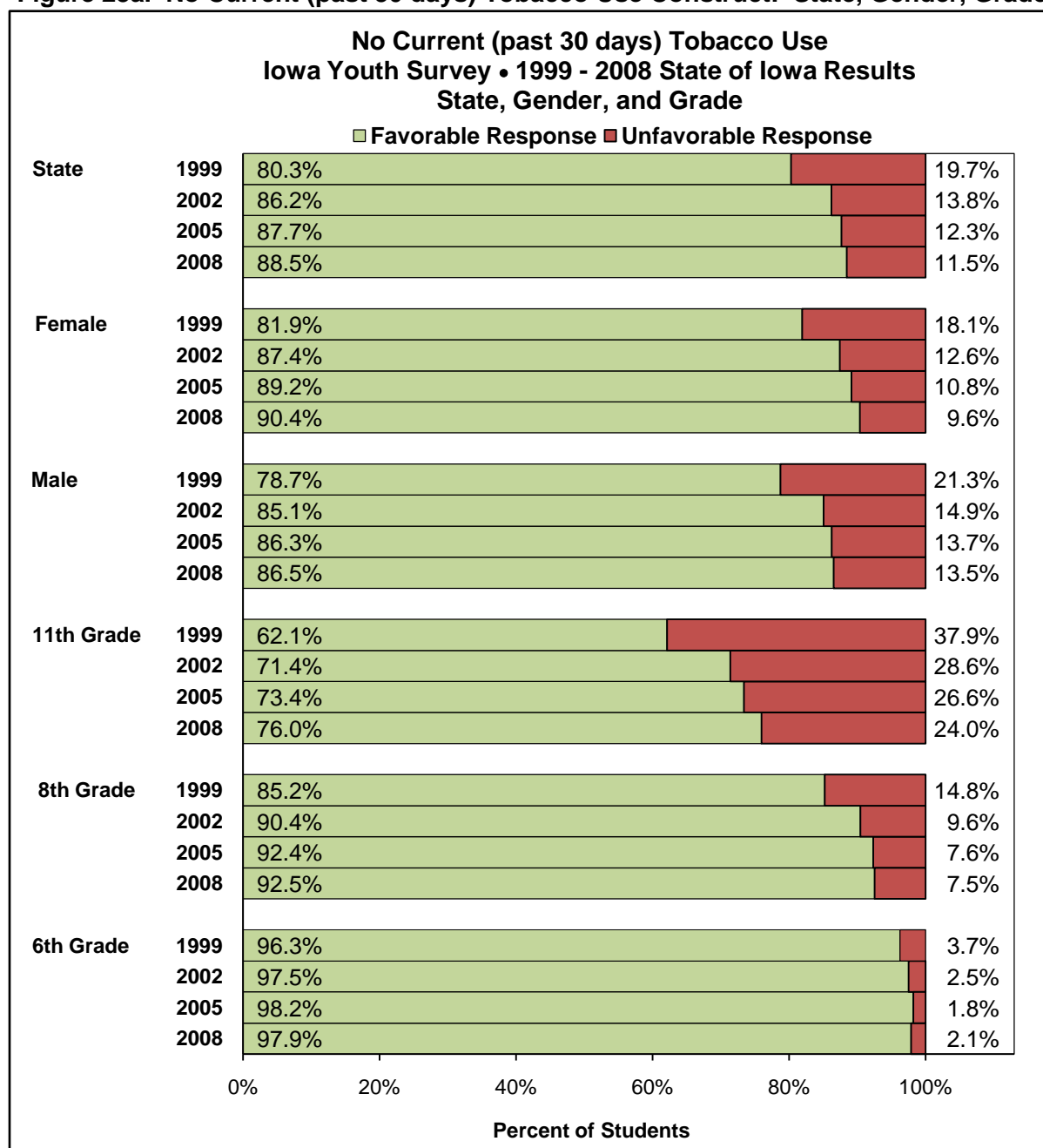
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

No Current (past 30 days) Tobacco Use

From 1999 to 2008, favorable responses for the No Current (past 30 days) Tobacco Use construct increased significantly for all groups with the exception of 6th grade females (likely because they have an already high percentage of favorable responses in all survey years), indicating fewer students reporting past 30 day tobacco use. Although 24% of students in grade 11 indicate tobacco use in 2008, this group shows a significantly positive trend: increasing 13.9 percentage points from 1999 to 2008 and peaking at a 9.3 percentage point increase from 1999 to 2002. In all survey years and at all grade levels with the exception of 8th graders in 2005, more males than females indicate tobacco use in the past 30 days. Eleventh graders show the greatest difference in tobacco use between genders.

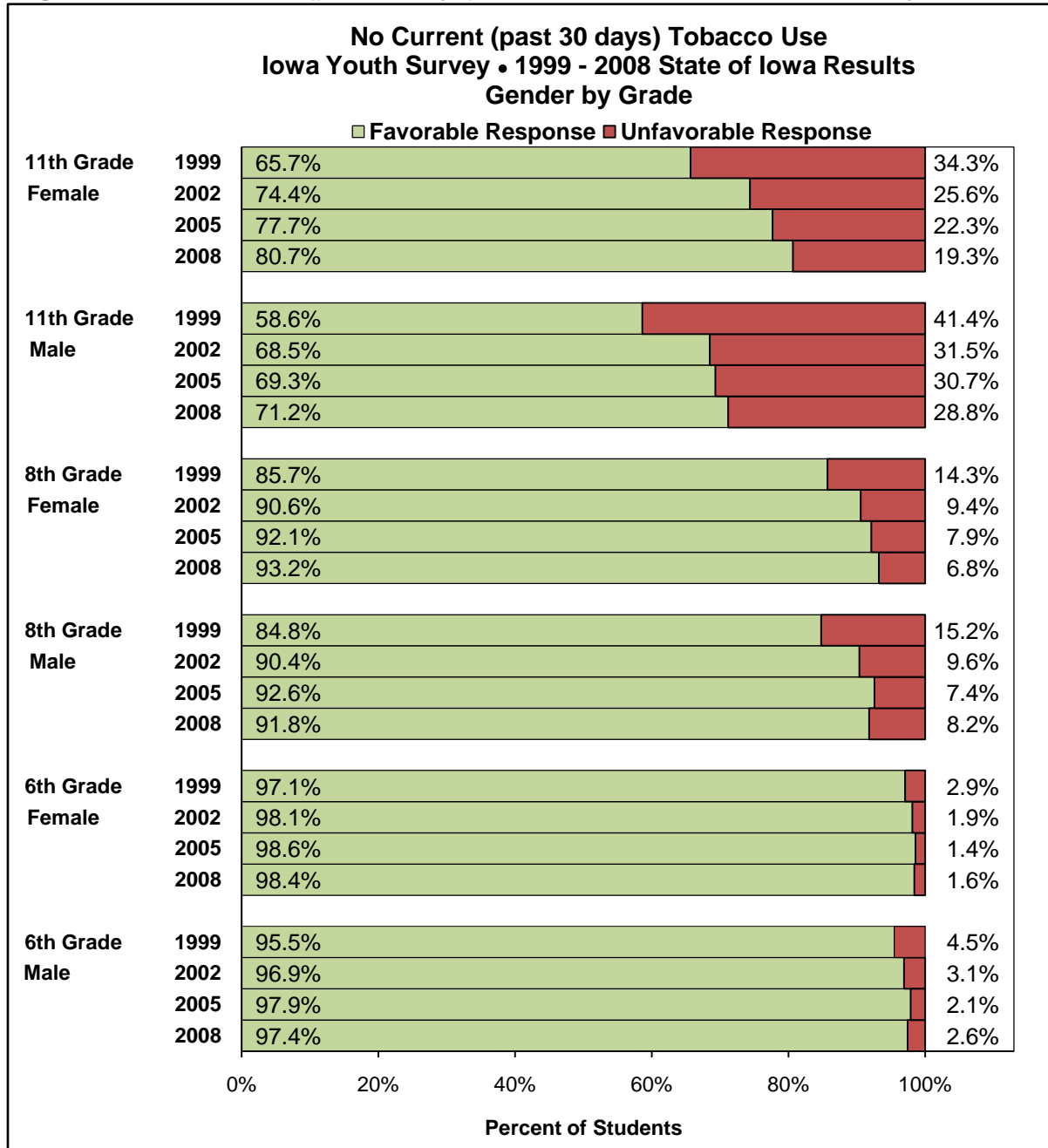
*Four IYS questions utilized in this construct:* During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day? In the past 30 days, on how many days have you: smoked cigarettes; smoked cigars? If you have ever used any of the substances below, on how many of the last 30 days have you: used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco)?

*Response coding:* Any response indicating no use in the past 30 days is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all responses are missing, the record is coded as favorable. Any response indicating use is coded as unfavorable.

**Figure 23a. No Current (past 30 days) Tobacco Use Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 23b. No Current (past 30 days) Tobacco Use Construct: Gender by Grade**



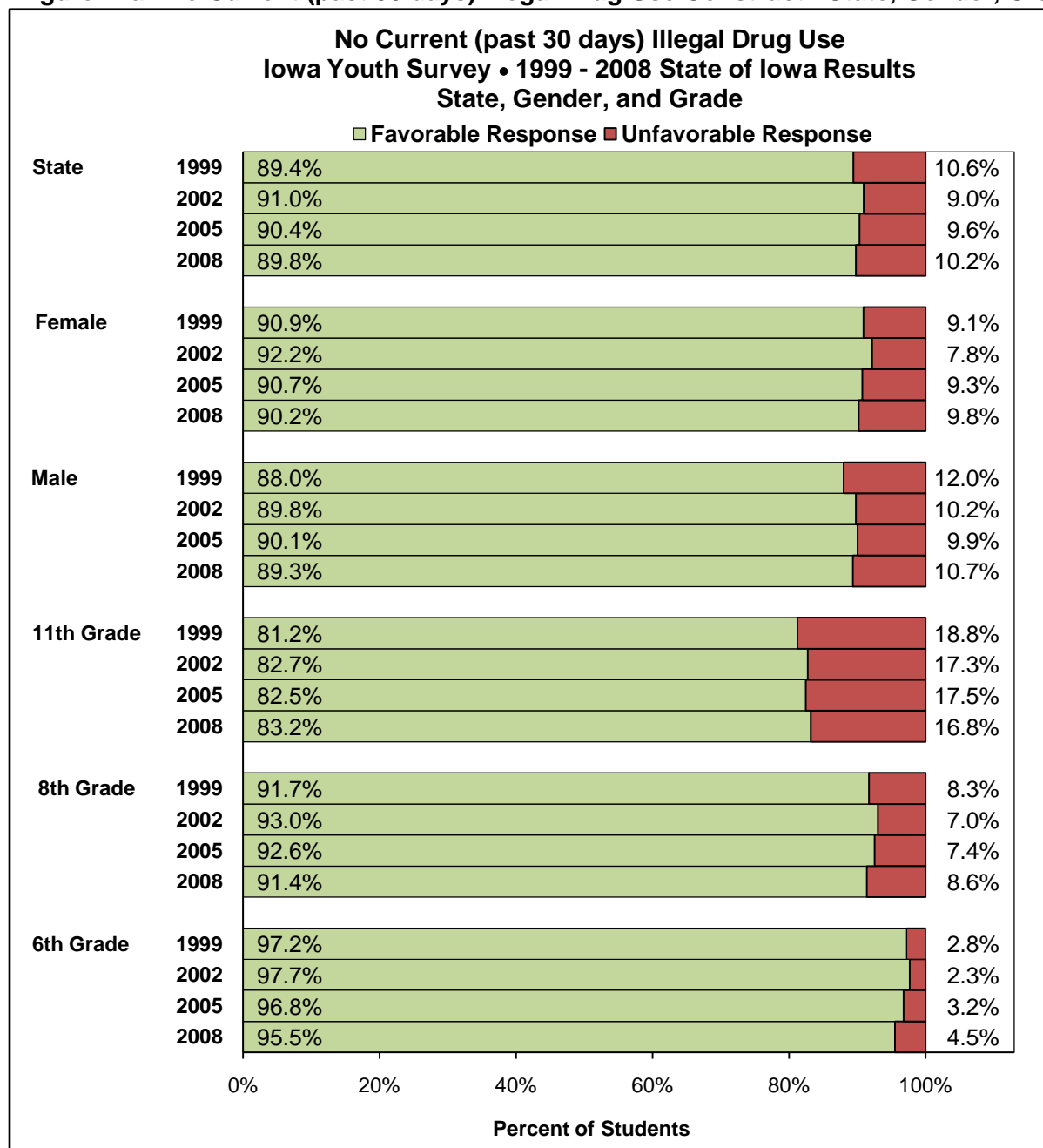
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### No Current (past 30 days) Illegal Drug Use

It is important to note that in 2005, a question about prescription drug use was added to the No Current (past 30 days) Illegal Drug Use construct in an effort to identify a potential increase in illegal use of prescription medications by youth. Therefore, comparisons of 1999 and 2002 data with 2005 and 2008 data must be approached with caution. Increases in favorable responses remained steady for most groups from 1999 to 2002 with a significant increase occurring for the state and males overall, (1.6 and 1.8 percentage points, respectively), as well as for 11th grade males (2.2 percentage points). From 2002 to 2005, all groups continued to remain steady with the exception of 8th grade females who experienced a significant decrease in favorable responses of 1.8 percentage points. In all survey years, 11th grade males report use in the past 30 days significantly more often than females. From 1999 to 2008, significant increases in illegal drug use in the past 30 days have occurred for 11th graders overall and 11th grade males (2.0 and 3.4 percentage points, respectively).

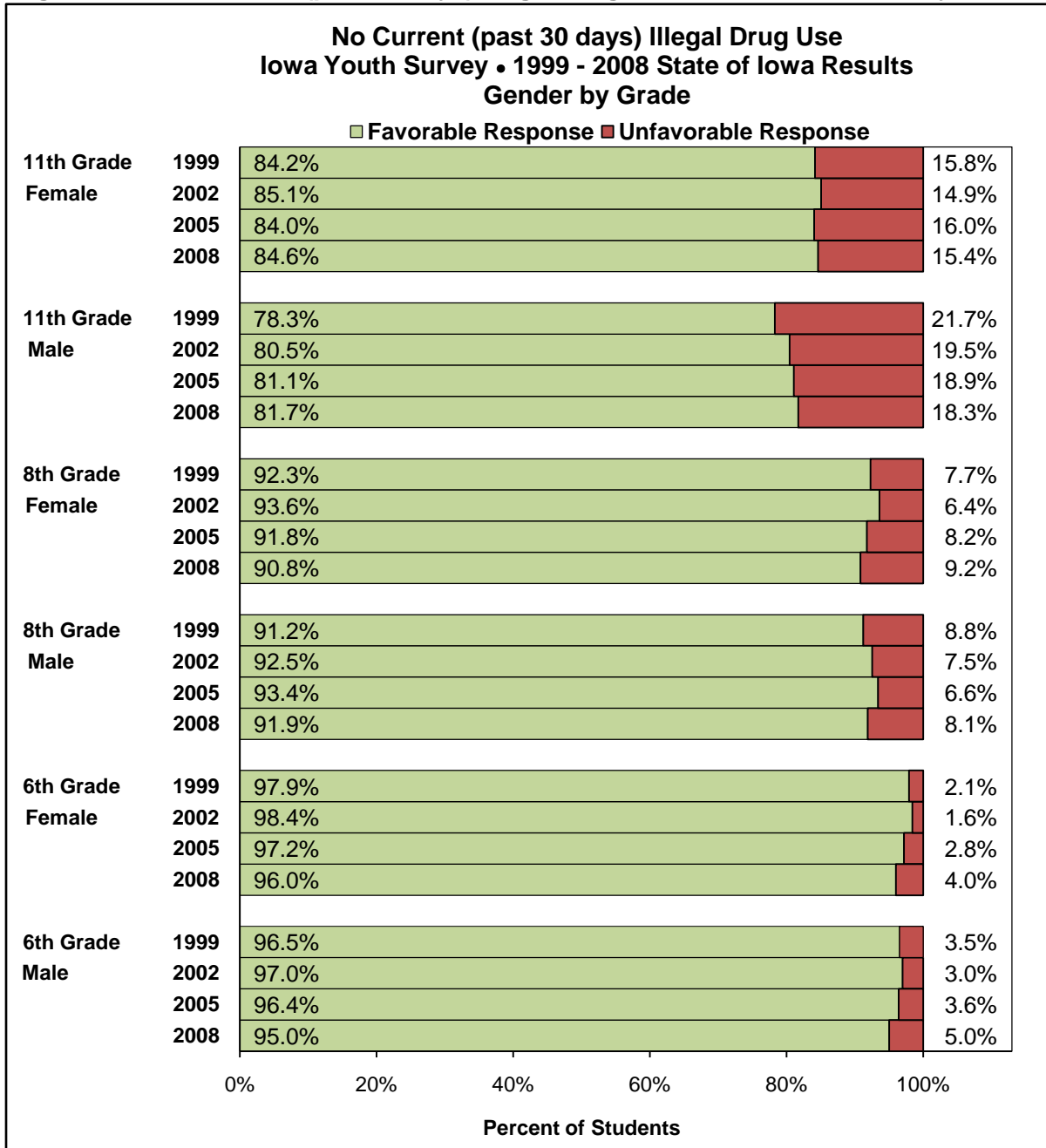
*Eight IYS questions are utilized in this construct:* B31; B32; B33; B34; B35; B36; B39; B40. In the past 30 days, on how many days have you: used marijuana (pot, grass, hash, bud, weed); sniffed glue, breathed the contents of gases or sprays in order to get high; used methamphetamines (crank, ice); used cocaine (coke, rock, crack); used amphetamines other than methamphetamines (like stimulants, uppers, speed); used prescription medications that were not prescribed for you by your doctor? If you have ever used any of the substances below, on how many of the last 30 days have you: taken steroid pills or shots without a doctor's prescription; taken any other illegal drug (like barbiturates, heroin, hallucinogens) without a doctor's prescription? (In 2005, a question regarding use of prescription medications was added to this construct.)

*Response coding:* Any response indicating no use in the past 30 days is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all questions responses are missing, the record is also coded as favorable. Any response indicating use is coded as unfavorable.

**Figure 24a. No Current (past 30 days) Illegal Drug Use Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 24b. No Current (past 30 days) Illegal Drug Use Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



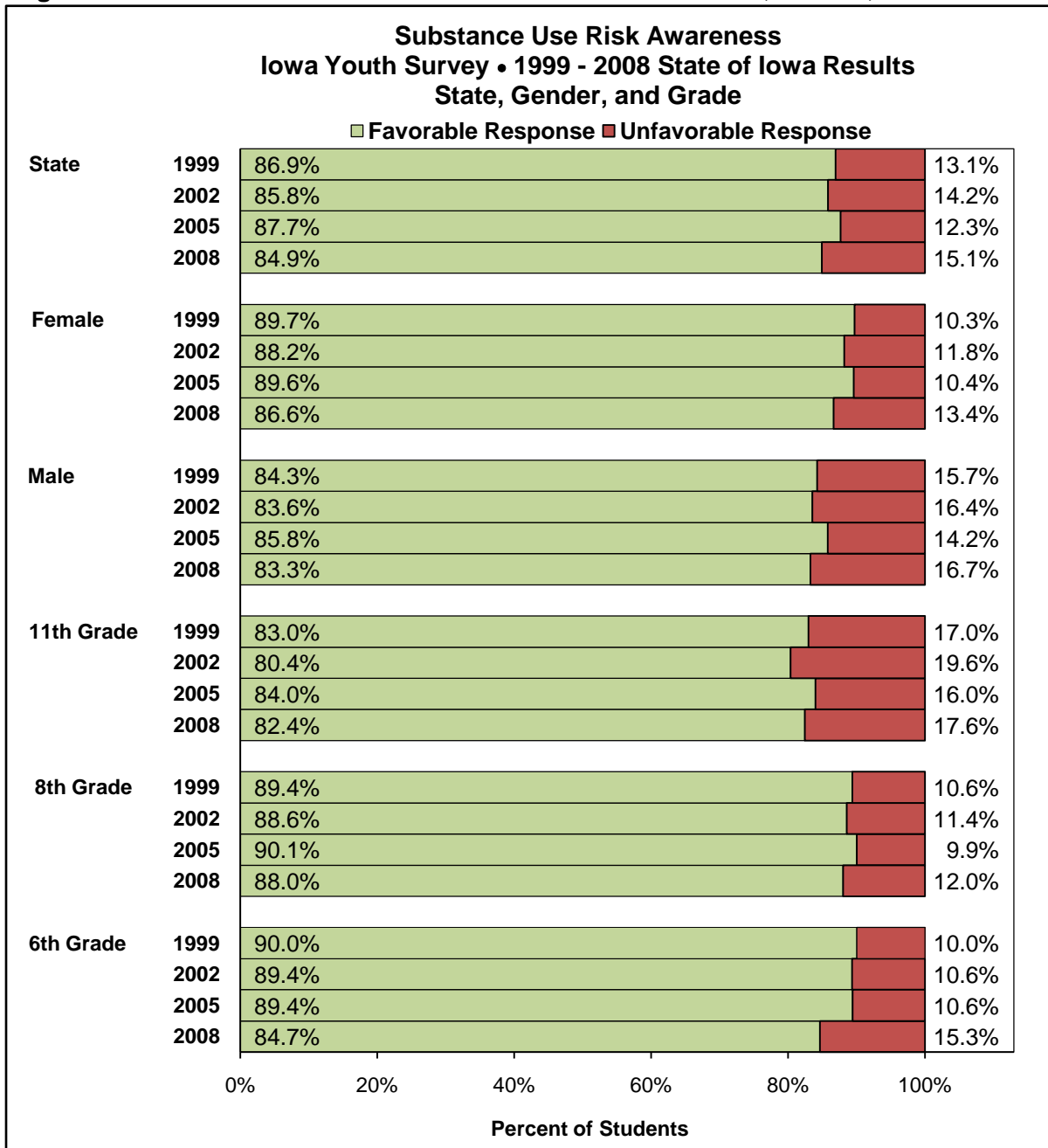
### Substance Use Risk Awareness

Although most groups remained steady from 1999 to 2002, significant decreases in favorable responses occurred for 11th graders (decrease of 2.6 percentage points with a 3.3 percentage point decrease for 11th grade females) for the Substance Use Risk Awareness construct. This was followed by significant increases from 2002 to 2005 for some groups, most notably 11th graders who increased 3.6 percentage points. From 2005 to 2008, this construct shows a significant decrease in awareness of the risk of substances for all groups with the exception of 11th grade males. This includes a 4.7 percentage point decrease in favorable responses from 6th graders, specifically 6th grade females, who showed a 5.1 percentage point decrease. Females in grades 8 and 11 report more awareness of substance use risk than males, however a significant decrease occurred for females overall from 2005 to 2008 (3 percentage points). For 6th graders in 2005 and 2008, females indicated less awareness of substance use risk than males. Also notable during all survey years, risk awareness is significantly lower among 11th graders compared to 6th and 8th graders.

*Seven IYS questions are utilized in this construct:* How much do you think you risk harming yourself (physically or otherwise) if you: drink 3 or more drinks (glasses, cans or bottles of beer; glasses of wine, liquor or mixed drinks) of alcohol nearly every day; smoke cigarettes every day; smoke marijuana once a week; take methamphetamines (crank, ice) once a week; take cocaine once a week; take amphetamines other than methamphetamines (like stimulants, uppers, speed) once a week; use any other illegal drug once a week?

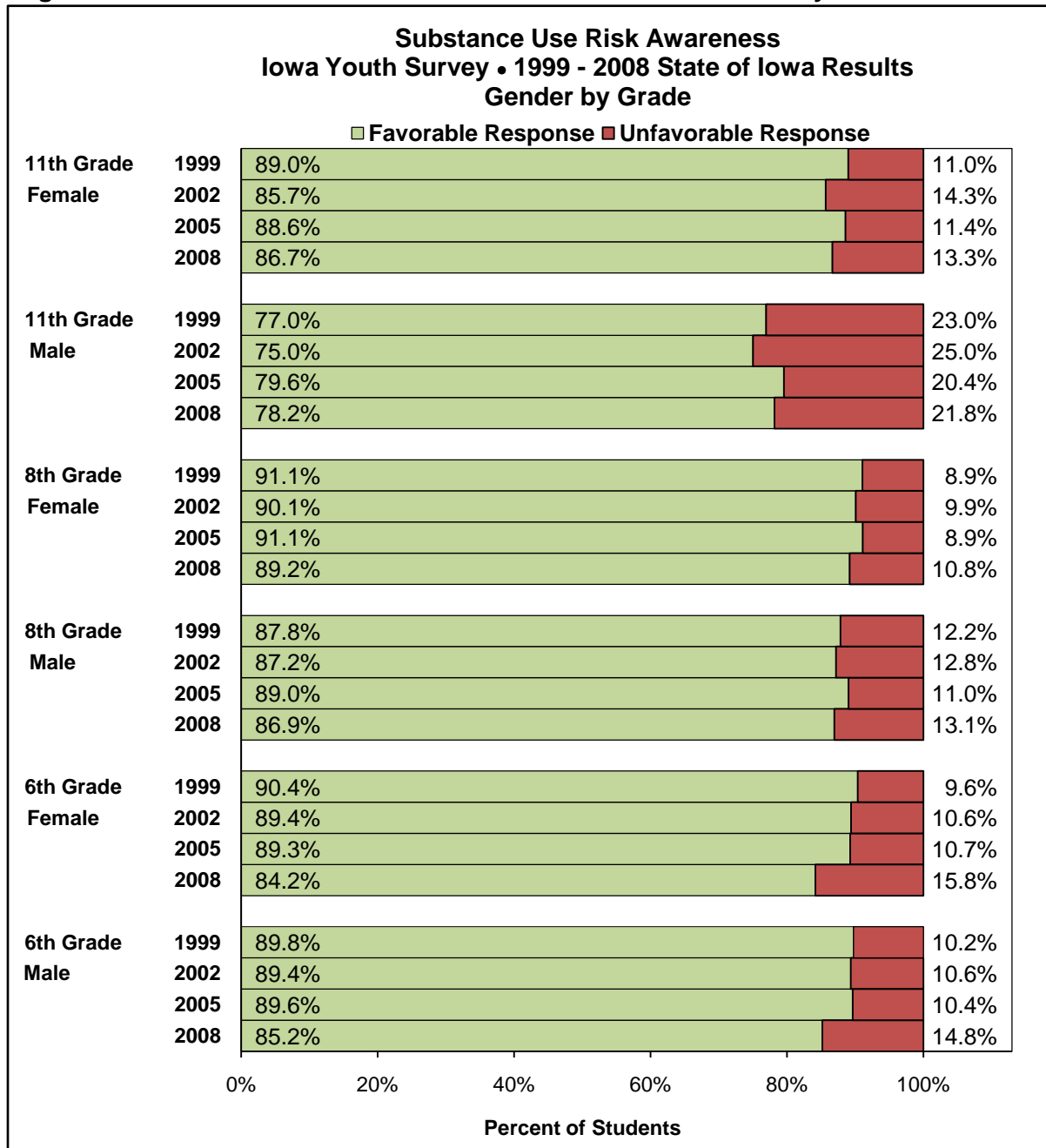
*Response coding:* "Great risk," "moderate risk," "slight risk" or "don't know" are coded as favorable and "no risk" is coded as unfavorable.

**Figure 25a. Substance Use Risk Awareness Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 25b. Substance Use Risk Awareness Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

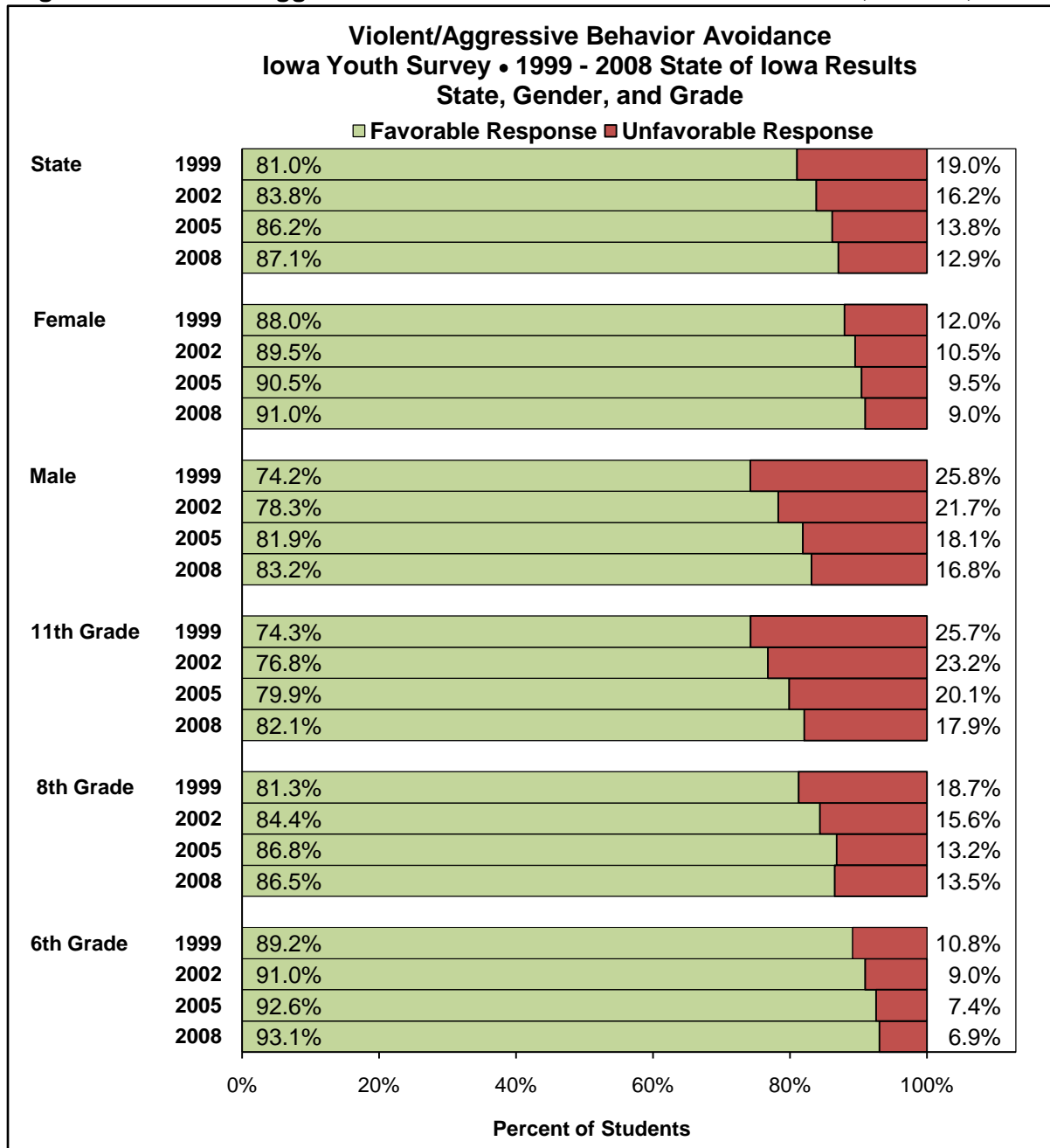
### Violent/Aggressive Behavior Avoidance

For the Violent/Aggressive Behavior Avoidance construct, positive trends occurred from 1999 to 2008 in all groups. Females have significantly higher favorable responses for this construct in all three grades throughout all survey years. Each survey year, students in grade 6 indicate higher favorable responses than students in grade 8, who have higher favorable responses than students in grade 11.

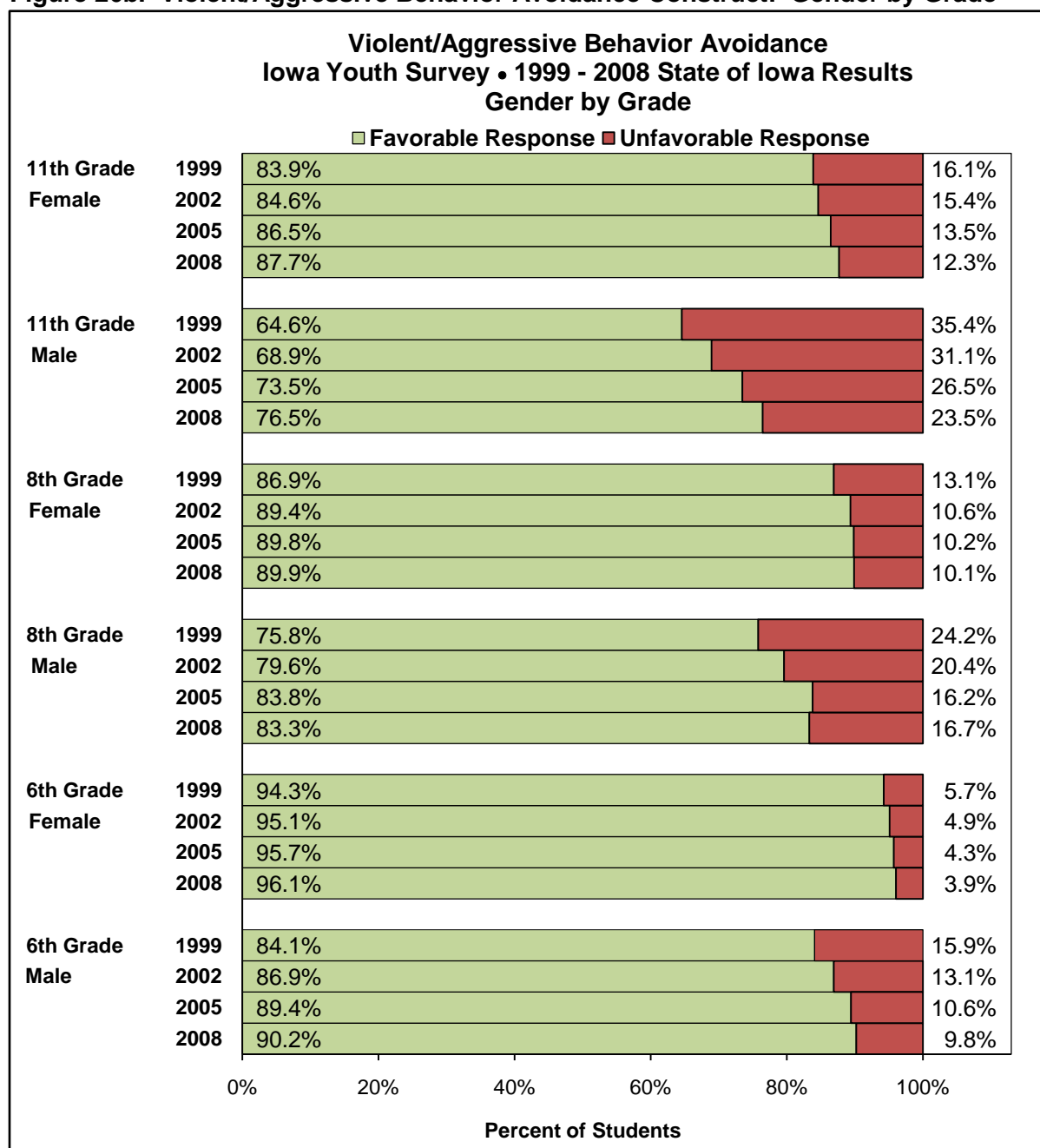
*Seven IYS questions are utilized in this construct:* In the past 12 months, how often have you: carried a gun, knife, club, or other weapon to school; been disciplined at school for fighting, theft, or damaging property; damaged property just for fun (like breaking windows, scratching a car, etc); beaten up on or fought someone because they made you angry; used a weapon, force, or threats to get money or things from someone; verbally threatened to physically harm someone; stolen something?

*Response coding:* First and fifth questions – “None” is coded as favorable and “1 or 2 times,” “3-5 times,” or “6 or more times” are coded as unfavorable. Second, third, fourth, sixth, and seventh questions – “None” or “1 or 2 times” are coded as favorable and “3-5 times” or “6 or more times” are coded as unfavorable.

**Figure 26a. Violent/Aggressive Behavior Avoidance Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 26b. Violent/Aggressive Behavior Avoidance Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

## Gambling Avoidance

The Gambling Avoidance construct changed considerably in 2008. Data from 1999, 2002, and 2005 cannot be utilized with the 2008 data to analyze trends in the Gambling Avoidance construct; data for this construct is presented in separate figures for 2008. Data from 1999 through 2005 appear in Figures 27a and 27c; 2008 data appears in Figures 27b and 27d. From 1999 through 2005, favorable response percentages remained high during each survey year with no significant change from year to year. Females had significantly higher favorable percentages than males in each survey year. In 2002 and 2005, students in grade 11 reported significantly more gambling activity than students in grades 6 and 8.

The addition of new questions in 2008 facilitates the reporting of more information regarding gambling activity. Females report less gambling than males, a difference of 20.5 percentage points. Notably, students in grade 8 indicate the most gambling activity with 42.9% of 8th graders indicating participation in some form of gambling. This is followed by 11th graders with 37.5% of students reporting gambling activity, and 6th graders with 33.5% reporting gambling.

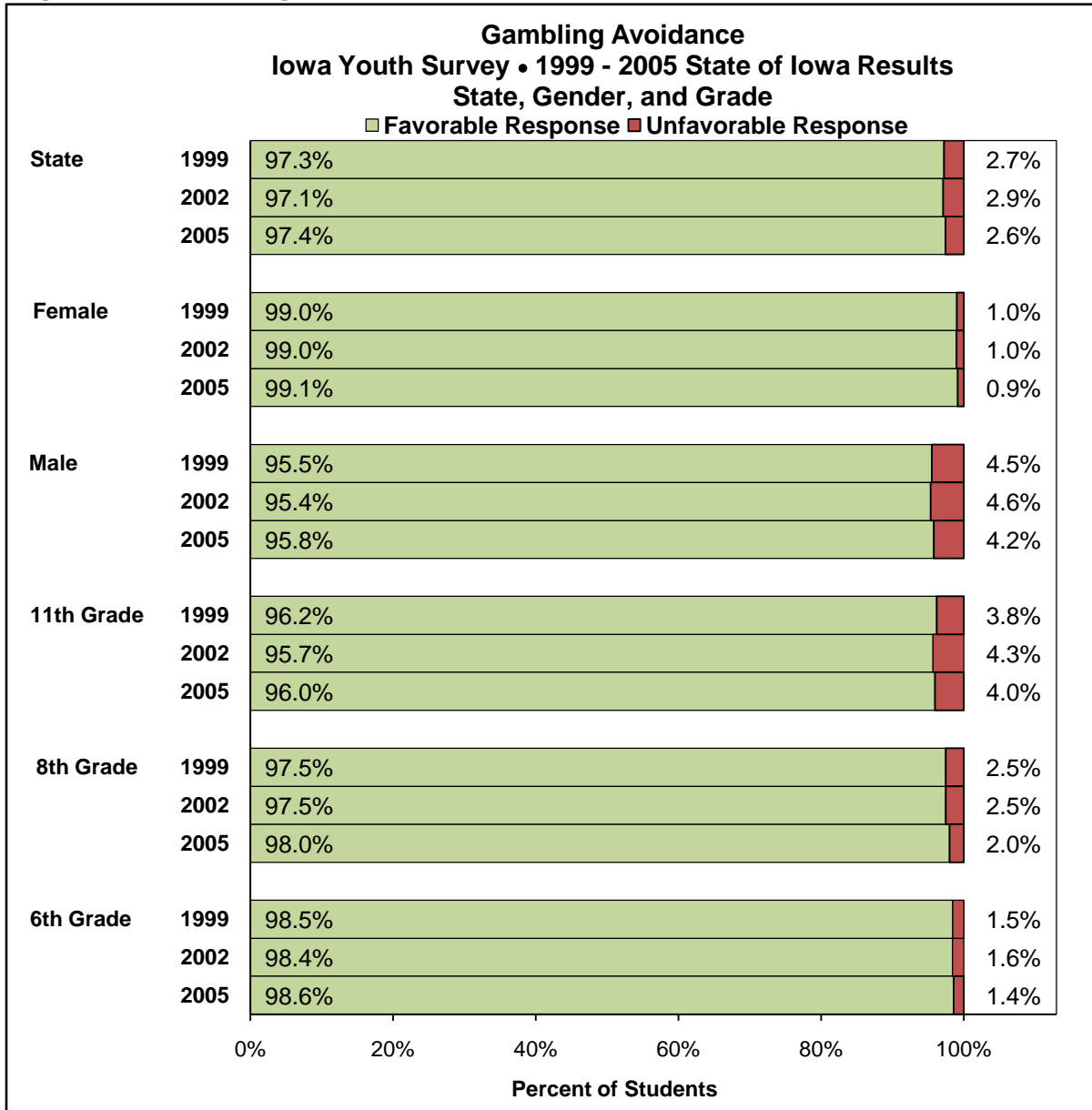
*1999, 2002, 2005 - Three IYS questions were utilized in this construct:* If you have gambled (like buying lottery tickets, betting on the outcome of sports events, card games, or horse/dog races) in the past 12 months, how much money did you usually bet? Has the money you spent gambling led to financial problems? Has the time you spent gambling led to problems in your family, work, school, or personal life?

*1999, 2002, 2005 - Response coding:* First question – “I never gamble”, “less than five dollars”, “10 dollars”, “11 to 25 dollars”, or “26 to 50 dollars” are coded as favorable and “more than 50 dollars” is coded as unfavorable. Second and third questions – “I never gamble” or “no” is coded as favorable and “yes” is coded as unfavorable.

*2008 - Ten IYS questions were utilized in this construct in 2008:* During the past 12 months how many times have you bet or gambled for money or possessions in any of the following ways: sports; card games with friends or family; internet; personal skill games such as pool, bowling or dominoes; video or arcade games; dice games; lottery scratch off tickets or numbers; casino? In the past 12 months what is the largest amount of money have you won or lost in a single day while gambling (betting)? In the past 12 months, how often have you argued with family, friends, or others because of your gambling (betting)?

*2008 - Response coding:* First eight questions – “I did not gamble in the past 12 months” is coded as favorable and any response indicating gambling one or more times is coded as unfavorable. Ninth question – “I did not gamble in the past 12 months” is coded as favorable and any response indicating a monetary amount won or lost is coded as unfavorable. Tenth question – “I did not gamble in the past 12 months” or “never” are coded as favorable and “rarely,” “sometimes,” “frequently,” or “almost all the time” are coded as unfavorable.

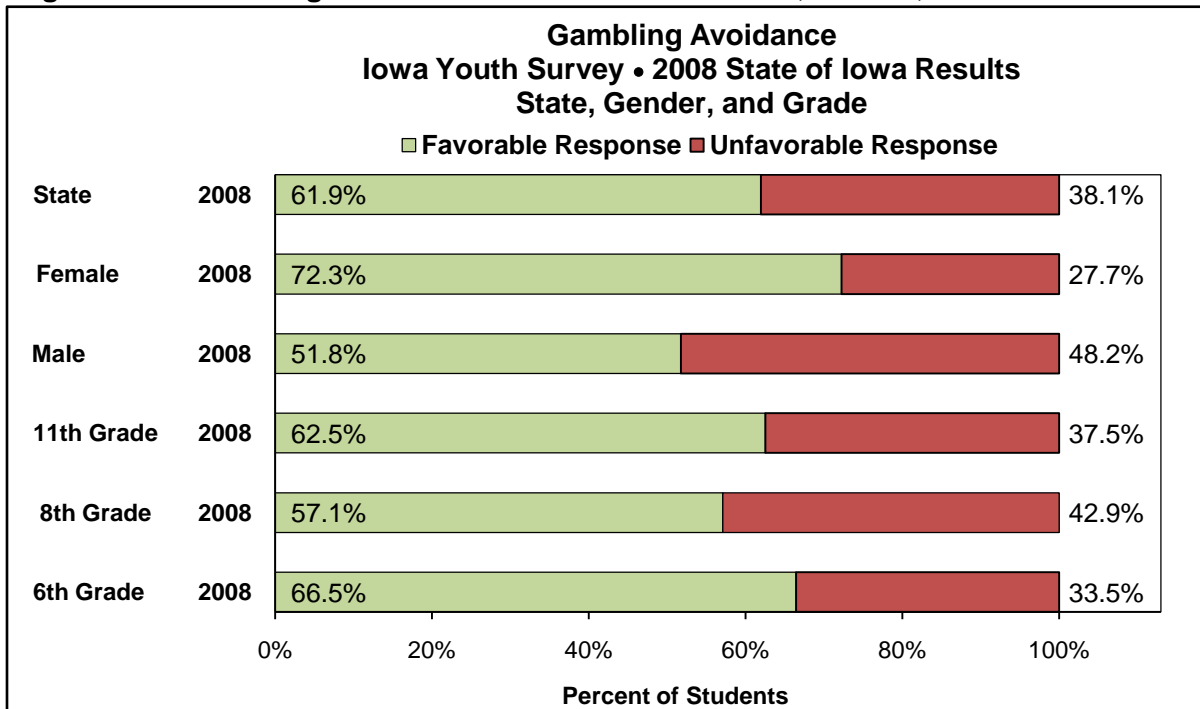
**Figure 27a. Gambling Avoidance Construct 1999-2005: State, Gender, Grade**



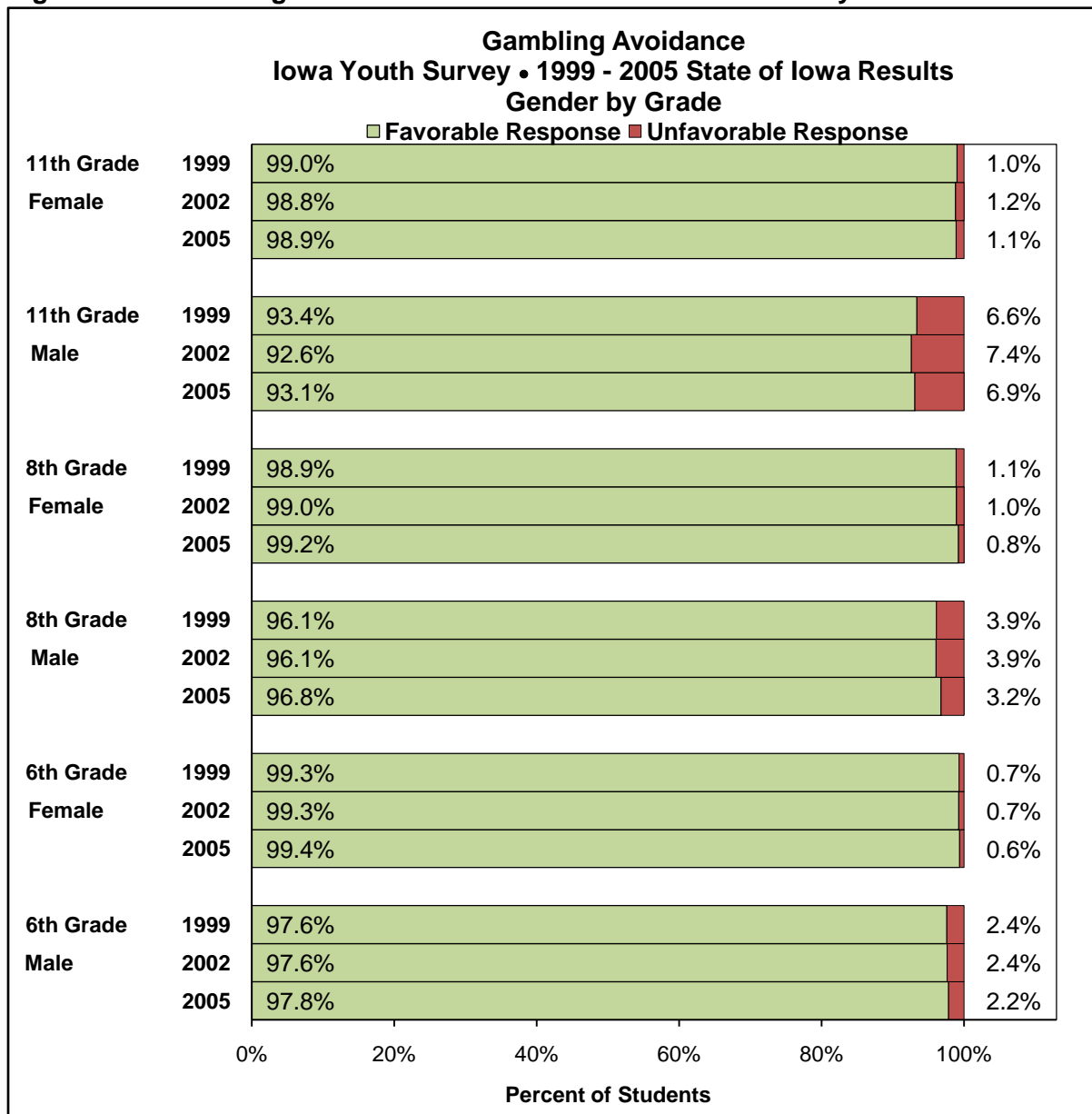
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



**Figure 27b. Gambling Avoidance Construct 2008: State, Gender, Grade**

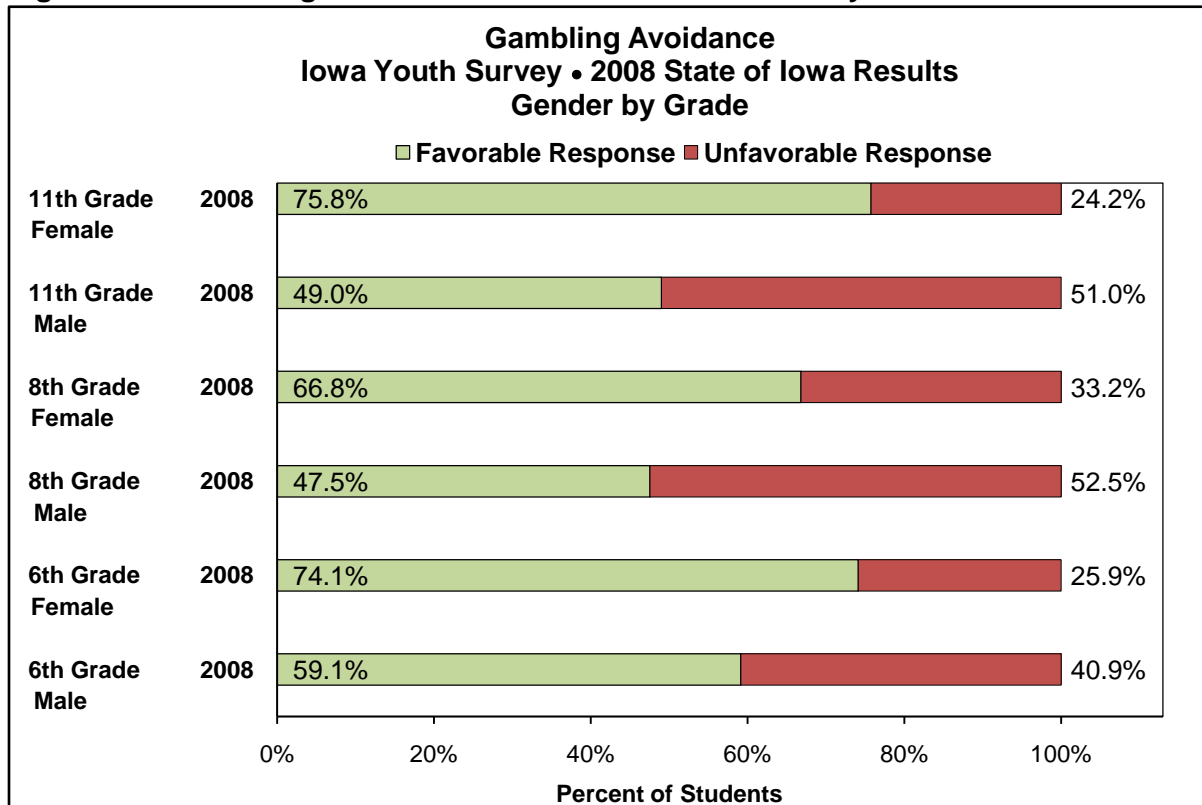


**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 27c. Gambling Avoidance Construct 1999-2005: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 27d. Gambling Avoidance Construct 2008: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

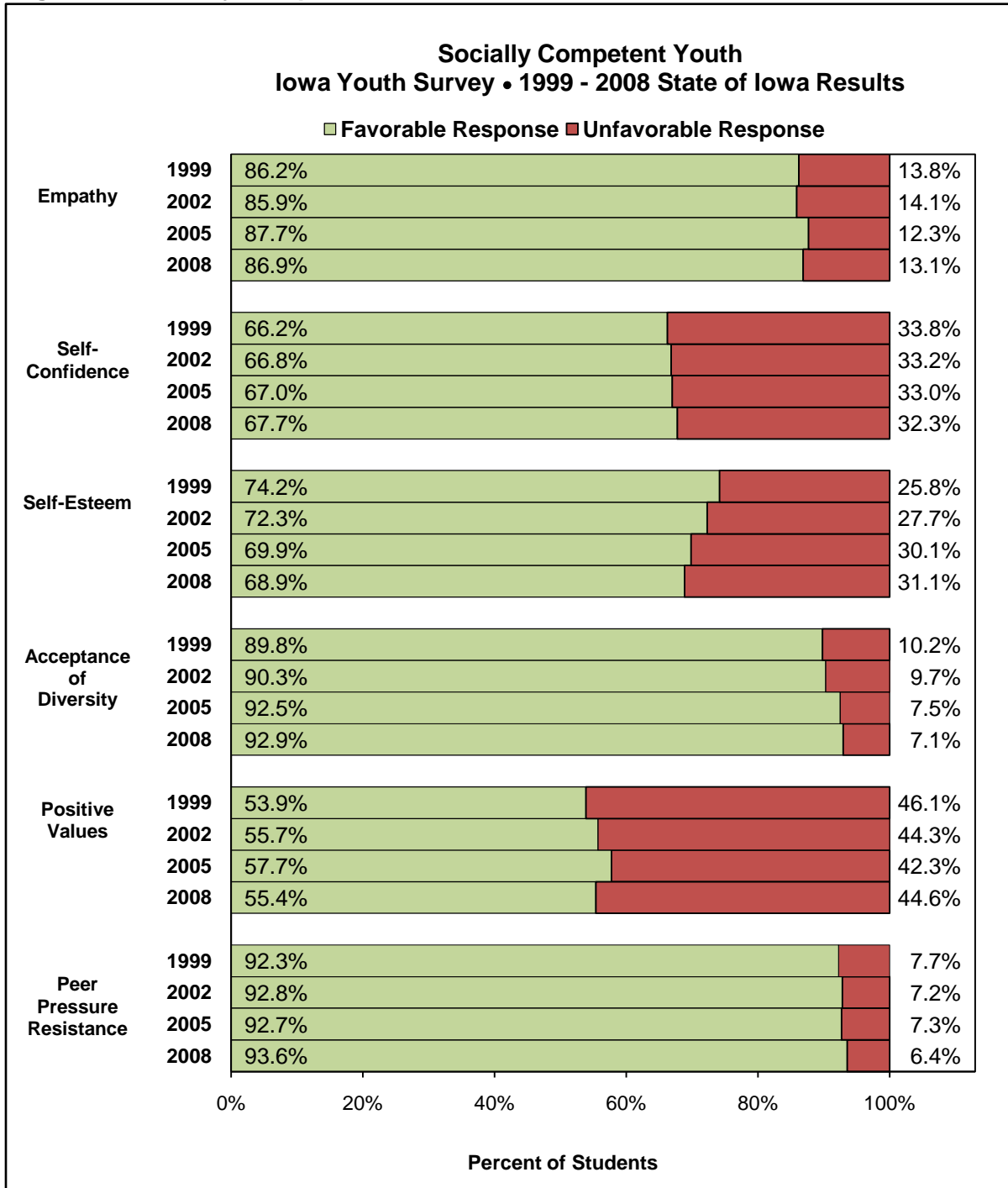
### **Domain V: Socially Competent Youth**

The six constructs within the Socially Competent Youth Domain (Figure 28 displayed on the following page) are:

- Empathy
- Self-Confidence
- Self-Esteem
- Acceptance of Diversity
- Positive Values
- Peer Pressure Resistance

Favorable responses for the Empathy, Self-Confidence, and Peer Pressure Resistance constructs have remained consistent through all survey years (Empathy did have a significant increase of 1.8% in 2005 but this was moderated in 2008). The Peer Pressure Resistance construct has the highest percentage of favorable responses of the six constructs in this domain. The Acceptance of Diversity construct presents positive trending with a significant increase in favorable responses occurring from 2002 to 2005. The Positive Values construct has the lowest percentage of favorable responses in this domain. This construct showed a favorable trend from 1999 to 2008; however, after significant increases in favorable responses from 1999 to 2005, it decreased significantly (by 2.3 percentage points) from 2005 to 2008. A downward trend for the Self Esteem construct occurred from 1999 to 2008, with significant decreases in favorable responses for a total decrease of 5.3 percentage points.

**Figure 28. Socially Competent Youth Domain**



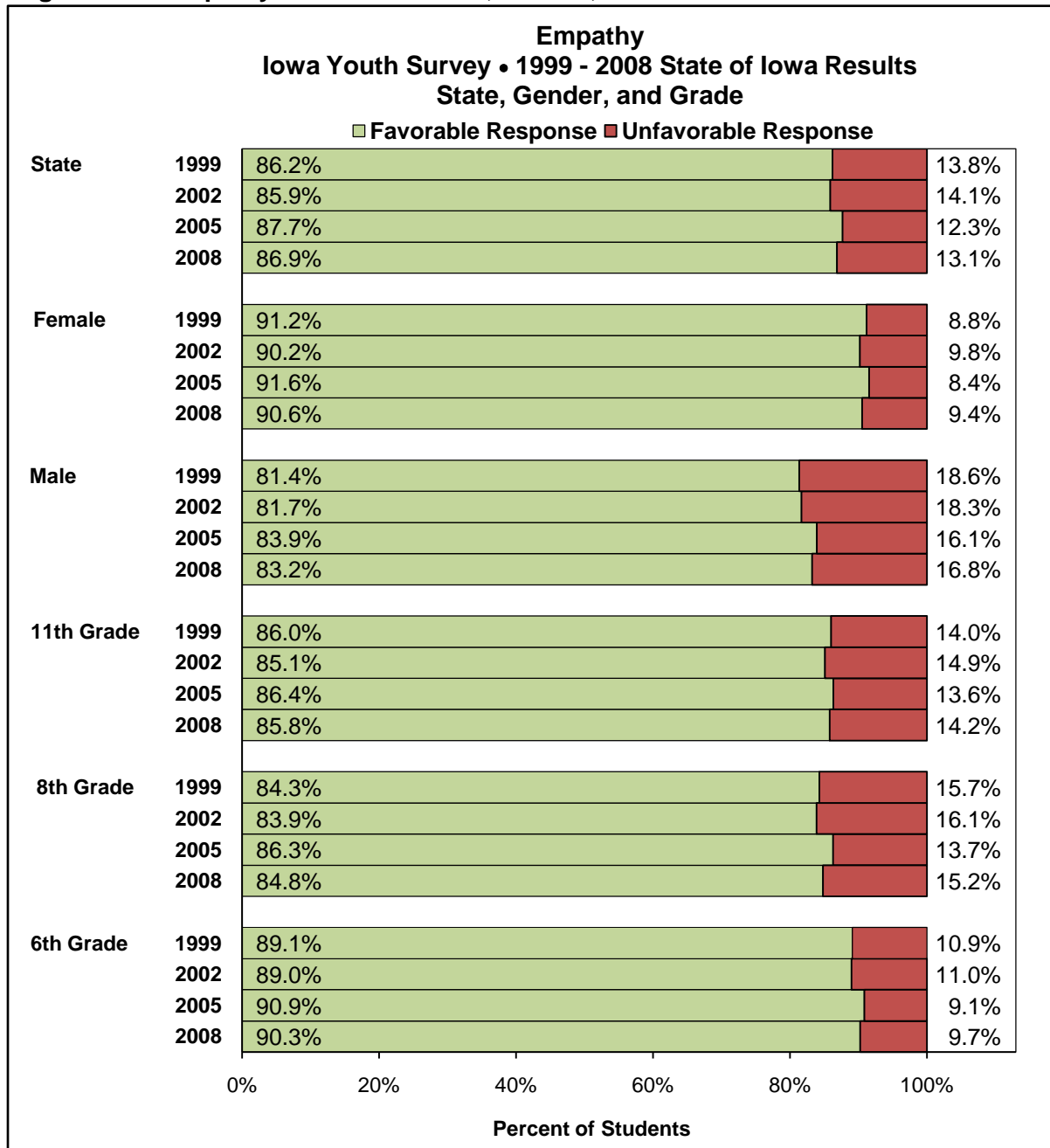
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

## Empathy

The Empathy construct remains fairly stable through all survey years, with a peak for the state overall occurring from 2002 to 2005. Females report higher levels of empathy than males in all three grades, with the disparity between genders increasing as the grade level increases. Overall, 6th graders reported significantly more empathy than 8th and 11th graders.

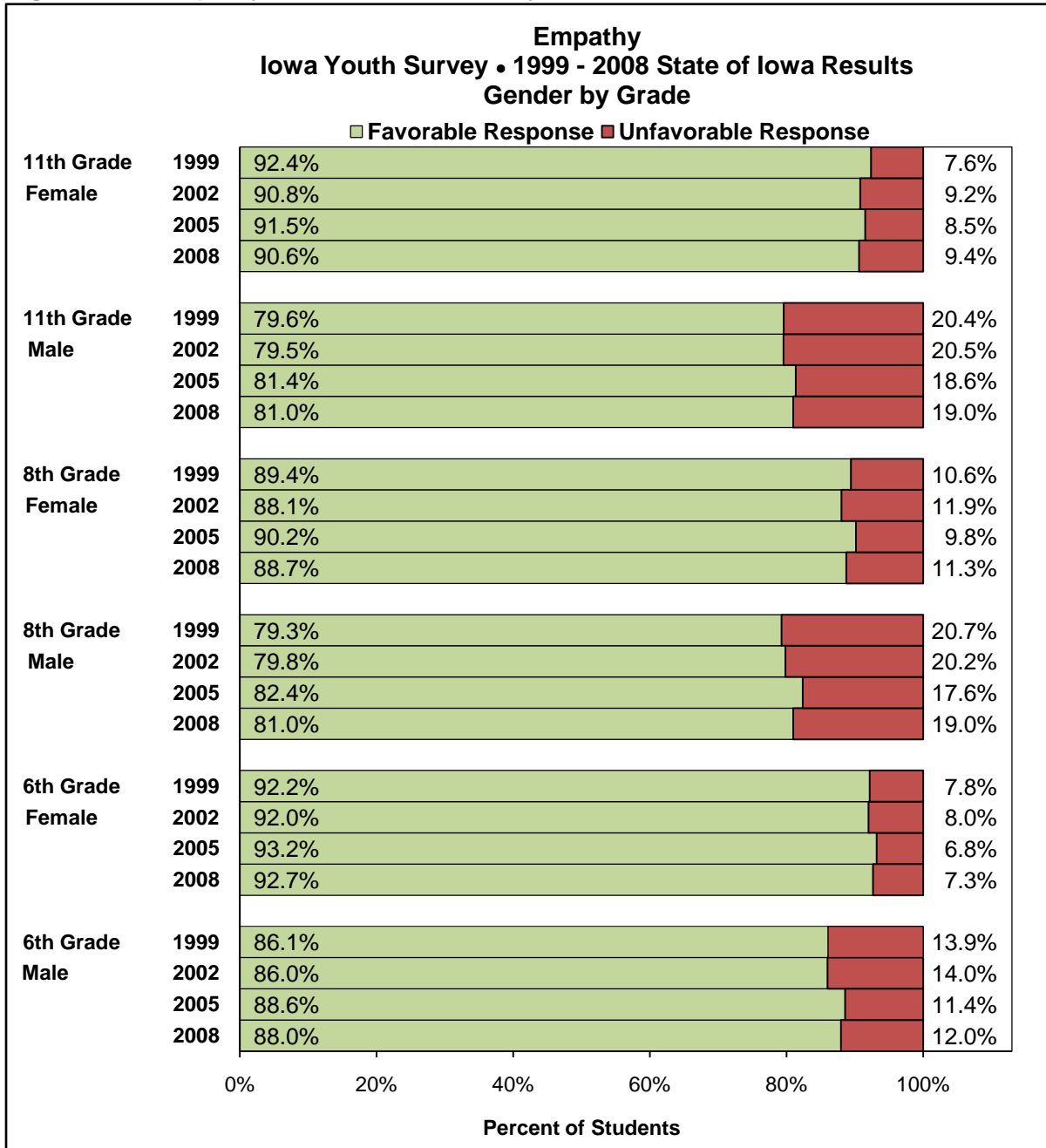
*Three IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: it is important to help other people; I care about other people's feelings; I feel sorry for people who have things stolen or damaged?

*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 29a. Empathy Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 29b. Empathy Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



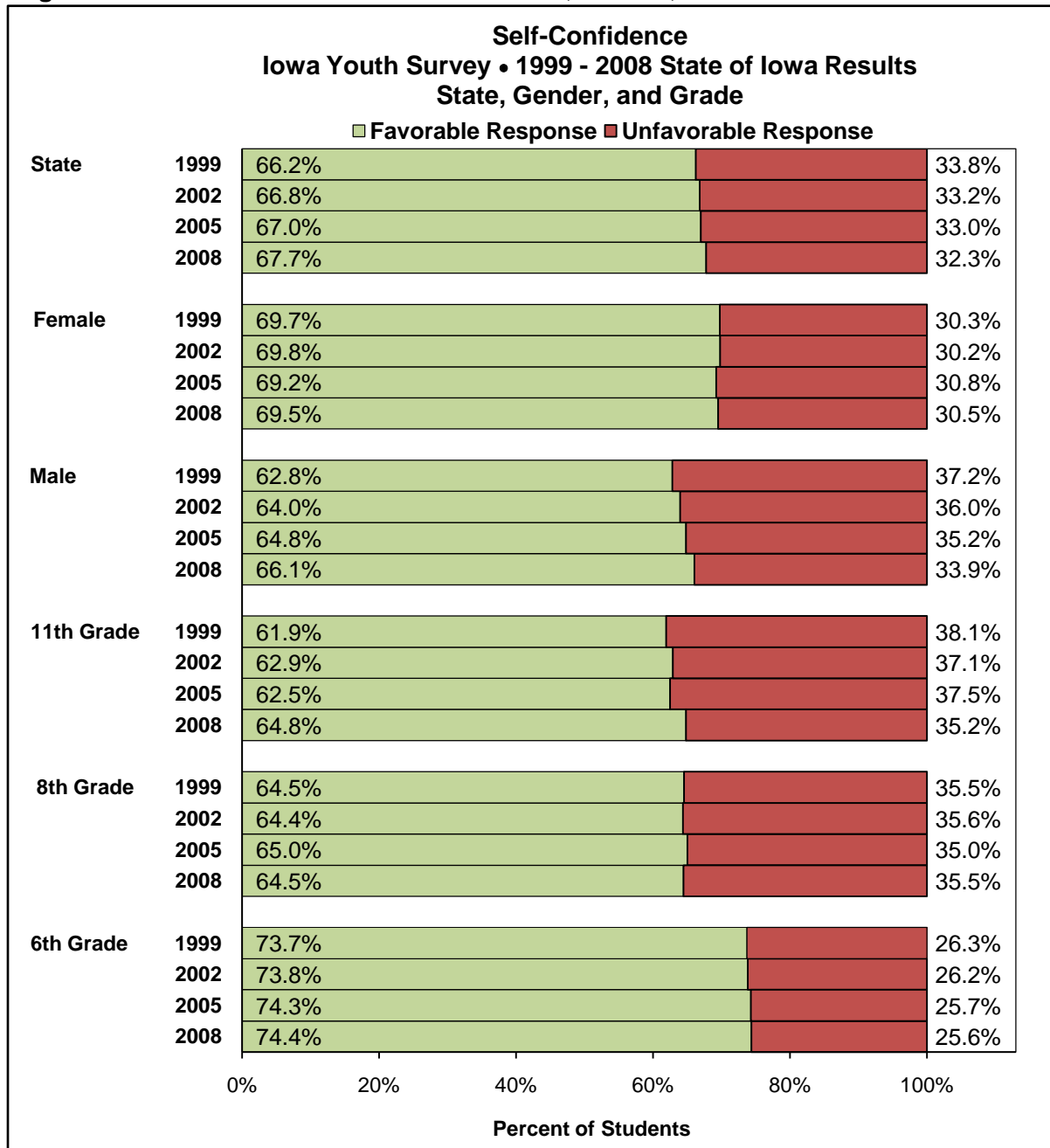
### Self-Confidence

Favorable responses for the Self-Confidence construct have remained steady for most groups with significant increases occurring with: 11th grade males from 1999 to 2002 and 2005 to 2008; 8th grade males from 2002 to 2005; and 11th grade students from 2005 to 2008. Males tend to report lower levels of self-confidence than females although a positive trend in self-confidence for males has occurred from 1999 to 2008, while responses from females have remained consistent. Students in grade 6 report significantly higher levels of self-confidence than students in grades 8 and 11. There is a significant difference between self-confidence reported by 6th and 8th grade females (with the difference in all survey years averaging 11 percentage points); this has increased each survey year since 1999.

*Four IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; when I have problems, I am good at finding ways to fix them; I think things through carefully before I make a decision?

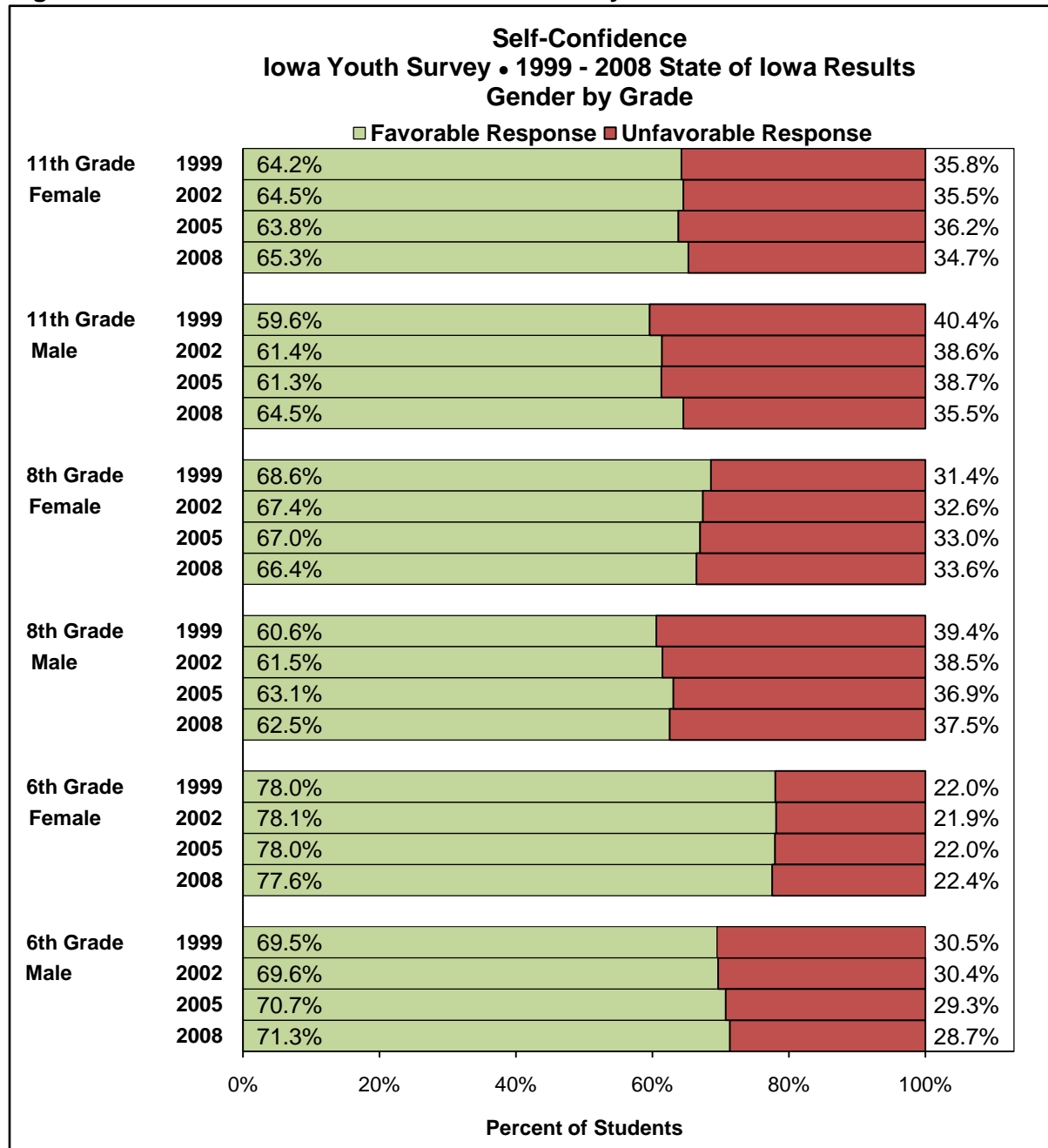
*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 30a. Self-Confidence Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 30b. Self-Confidence Construct: Gender by Grade**



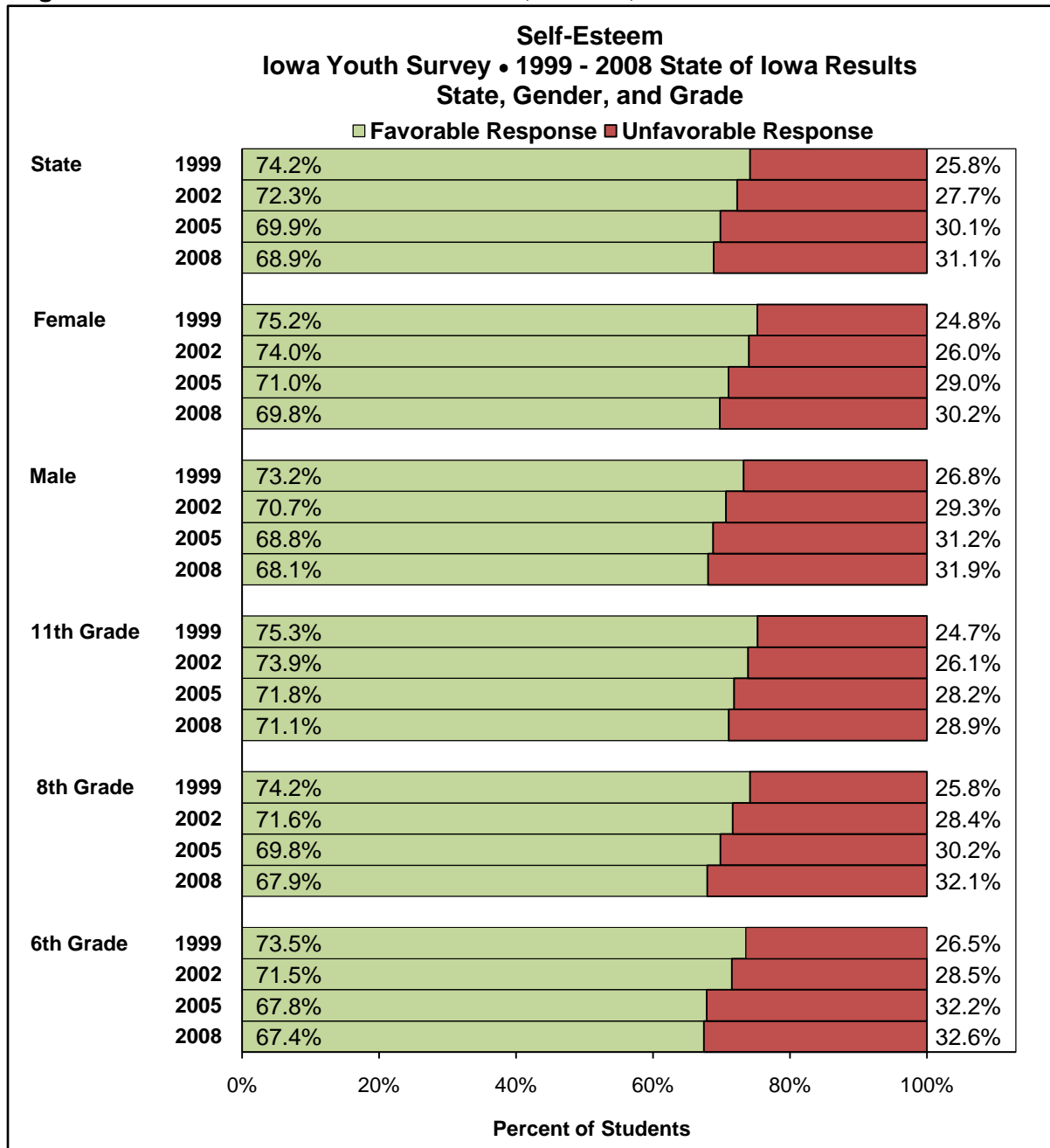
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### Self-Esteem

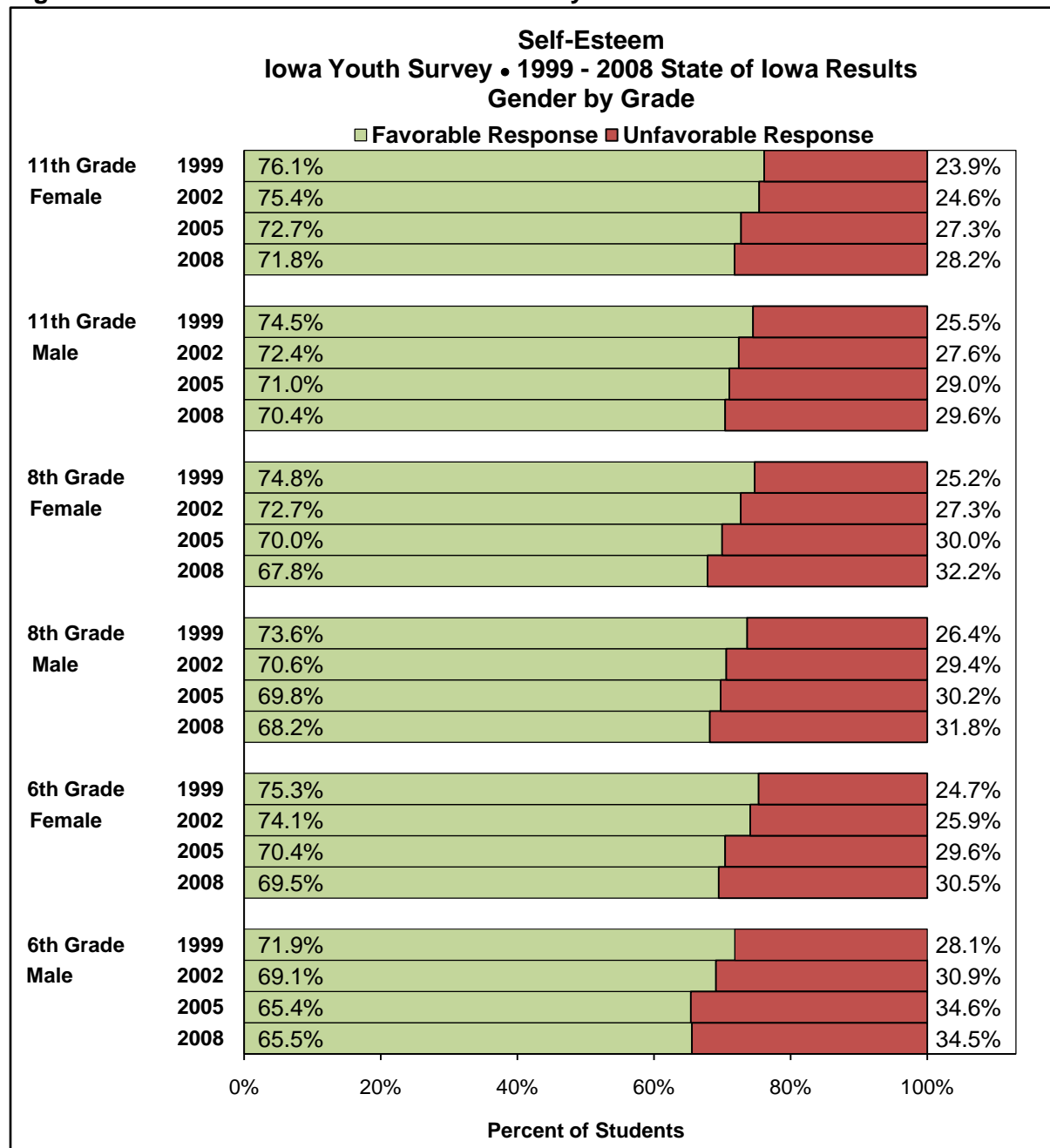
The Self-Esteem construct presents a significant negative trend from 1999 to 2008. The most notable significant change occurred from 2002 to 2005 for 6th graders with a drop of 3.7 percentage points. In all survey years, 8th graders also showed a significant decline. Overall, females report having slightly higher levels of self-esteem than males in all survey years. Students in grade 11 report significantly higher levels of self-esteem than 6th graders.

*One IYS question is utilized in this construct:* How much do you agree or disagree that the following statement is true: I feel I do not have much to be proud of?

*Response coding:* “Strongly disagree” or “disagree” are coded as favorable and “strongly agree” or “agree” are coded as unfavorable.

**Figure 31a. Self-Esteem Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 31b. Self-Esteem Construct: Gender by Grade**

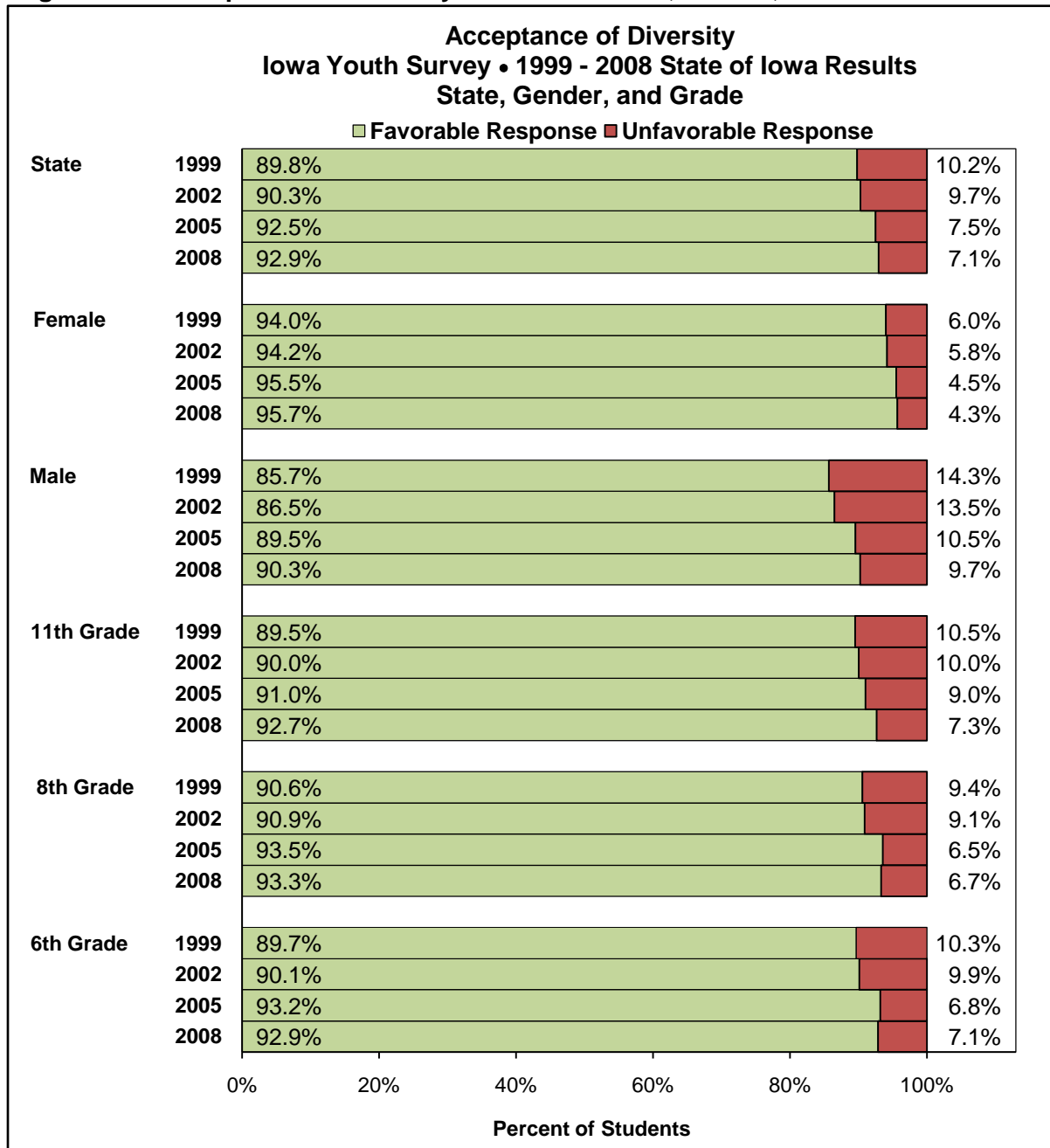
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### Acceptance of Diversity

A positive trend in favorable responses occurred from 1999 to 2008 in Iowa overall for the Acceptance of Diversity construct. The most notable significant changes in this construct occurred from 2002 to 2005, when there was a 2.2 percentage point increase for the state and a 3.0 percentage point increase for males. Females have significantly higher favorable responses for this construct in all three grades. Responses from all grades are similar each survey year with the exception of 2005 when 11th graders had significantly lower favorable responses than grades 6 and 8. Although males in 11th grade have the lowest percentage of favorable responses for this construct, significant increases occurred each survey year from 2002 to 2008.

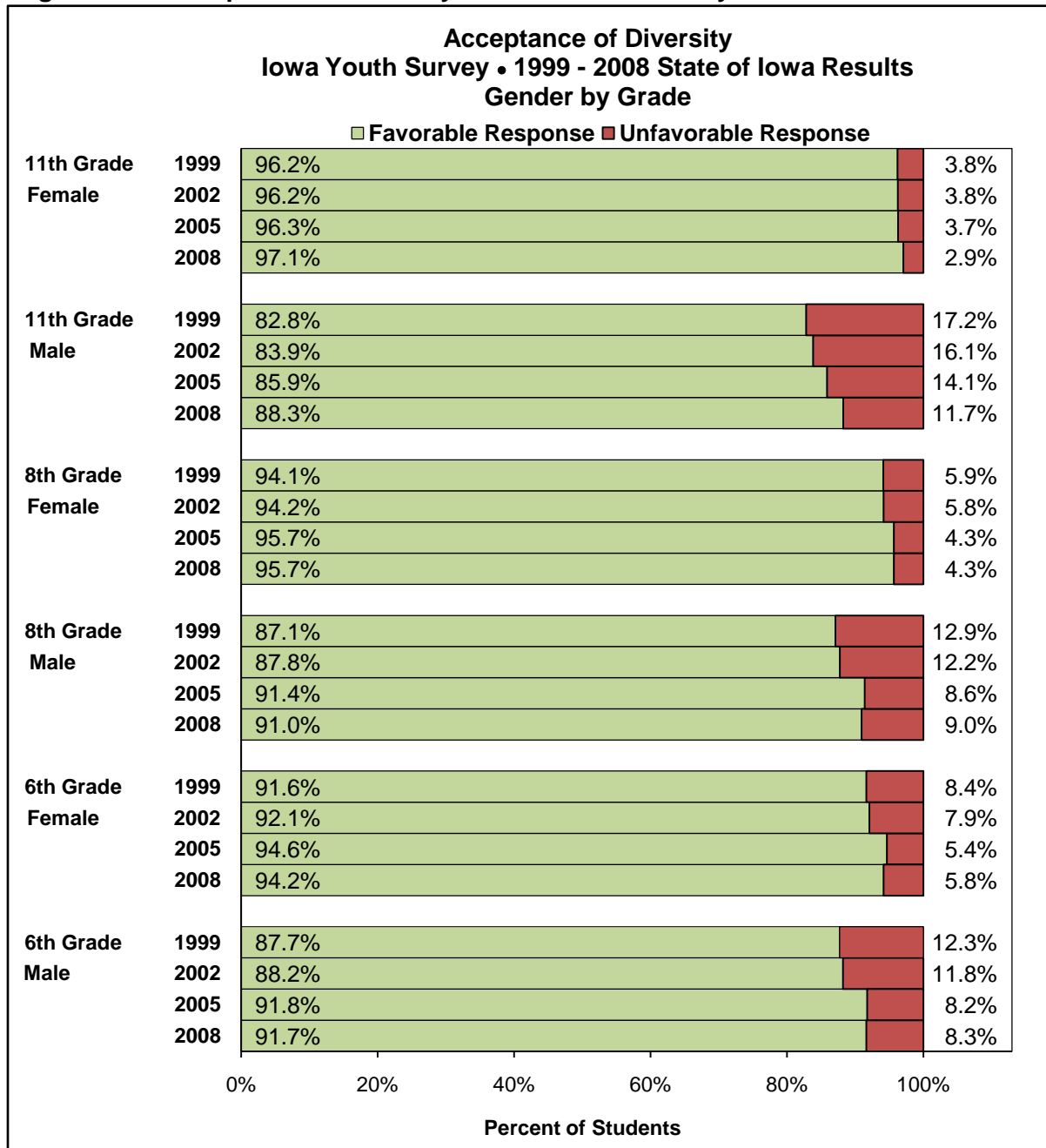
*Two IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: I am accepting of those different than myself (racially, culturally, socio-economically); it is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc?

*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 32a. Acceptance of Diversity Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



**Figure 32b. Acceptance of Diversity Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

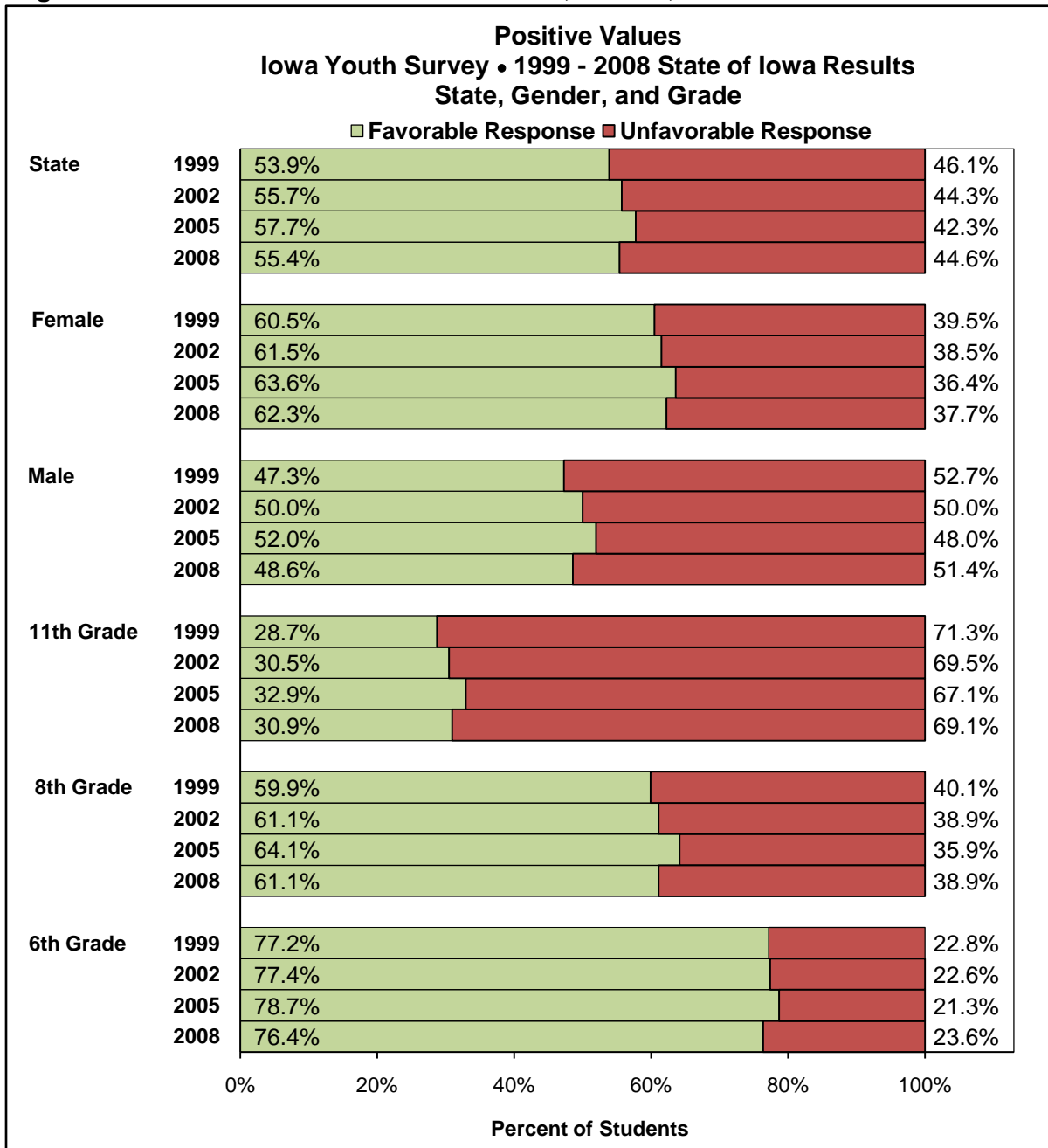
### Positive Values

A positive trend for the Positive Values construct occurred from 1999 to 2005, however many groups experienced significant decreases from 2005 to 2008, with the largest decrease (4.7 percentage points) reported by 8th grade males. Females in all grades report significantly higher levels of positive values, with the greatest disparity between genders occurring in 8th grade. Positive values drop dramatically as grade level increases. In all survey years, less than 28% of males in 11th grade report positive values, likely a result of the majority of many males in grade 11 reporting it is not against their values to have sex as a teenager.

*Four IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: violence is the worst way to solve problems; it is against my values to have sex as a teenager; it is important to tell the truth; it is against my values to use alcohol and drugs as a teenager?

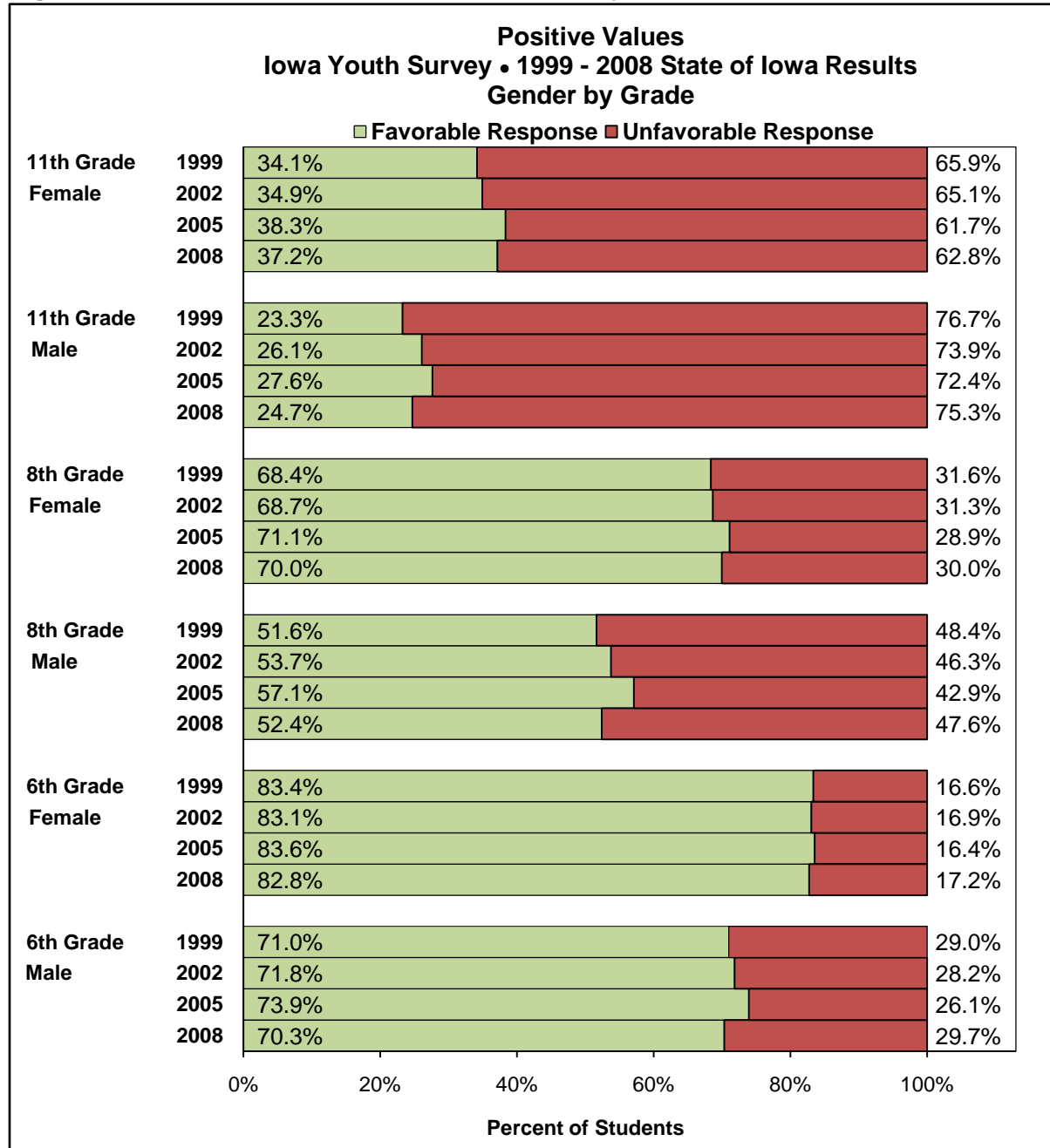
*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 33a. Positive Values Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 33b. Positive Values Construct: Gender by Grade**



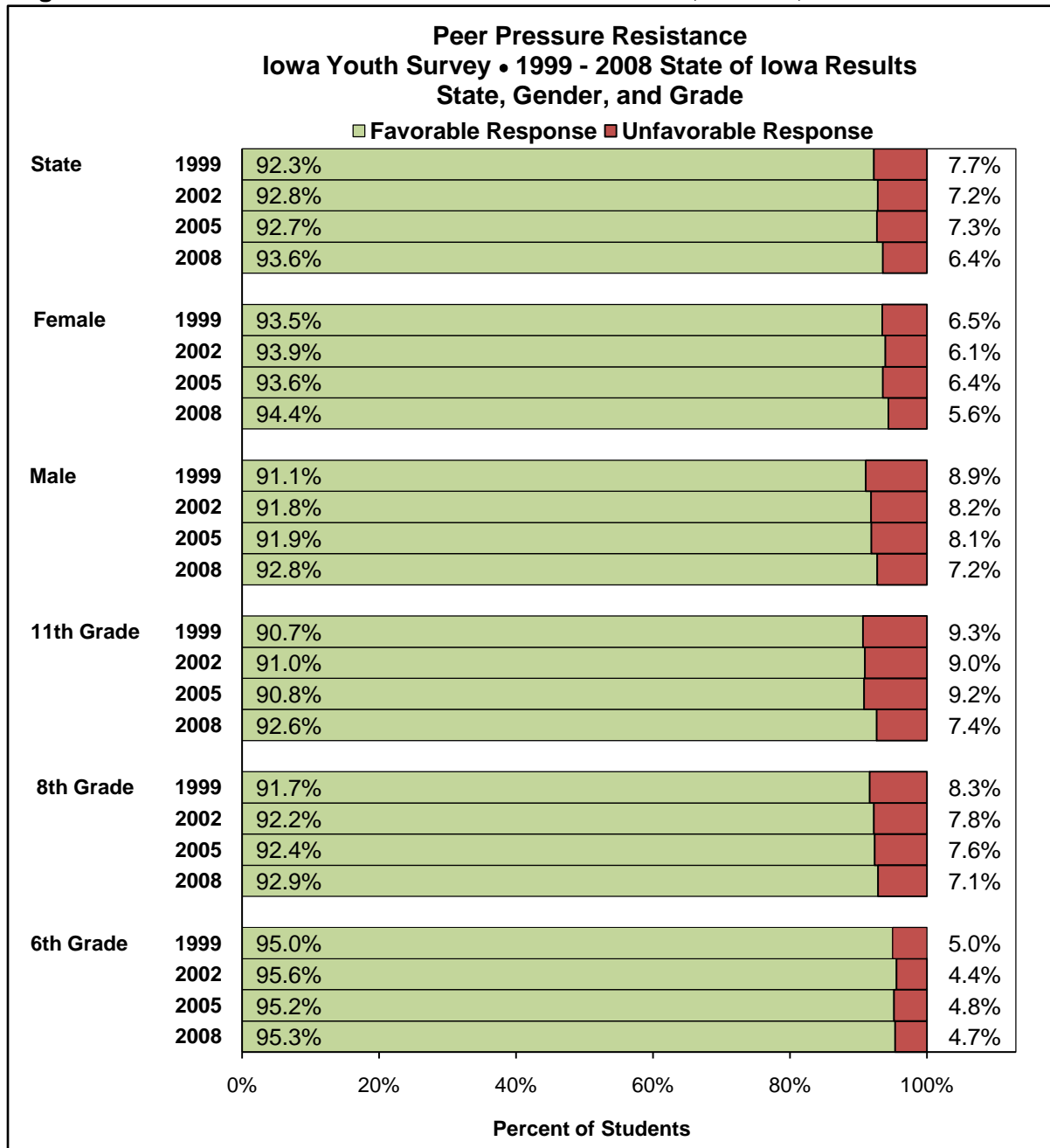
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

### Peer Pressure Resistance

The favorable response percentages have remained high during each survey year with the only significant changes occurring from 2005 to 2008, with male and female students in grade 11, reporting increased resistance to peer pressure. Overall, females have higher favorable percentages than males in each survey year for this construct. Peer pressure resistance weakens significantly between 6th and 8th grade in all survey years.

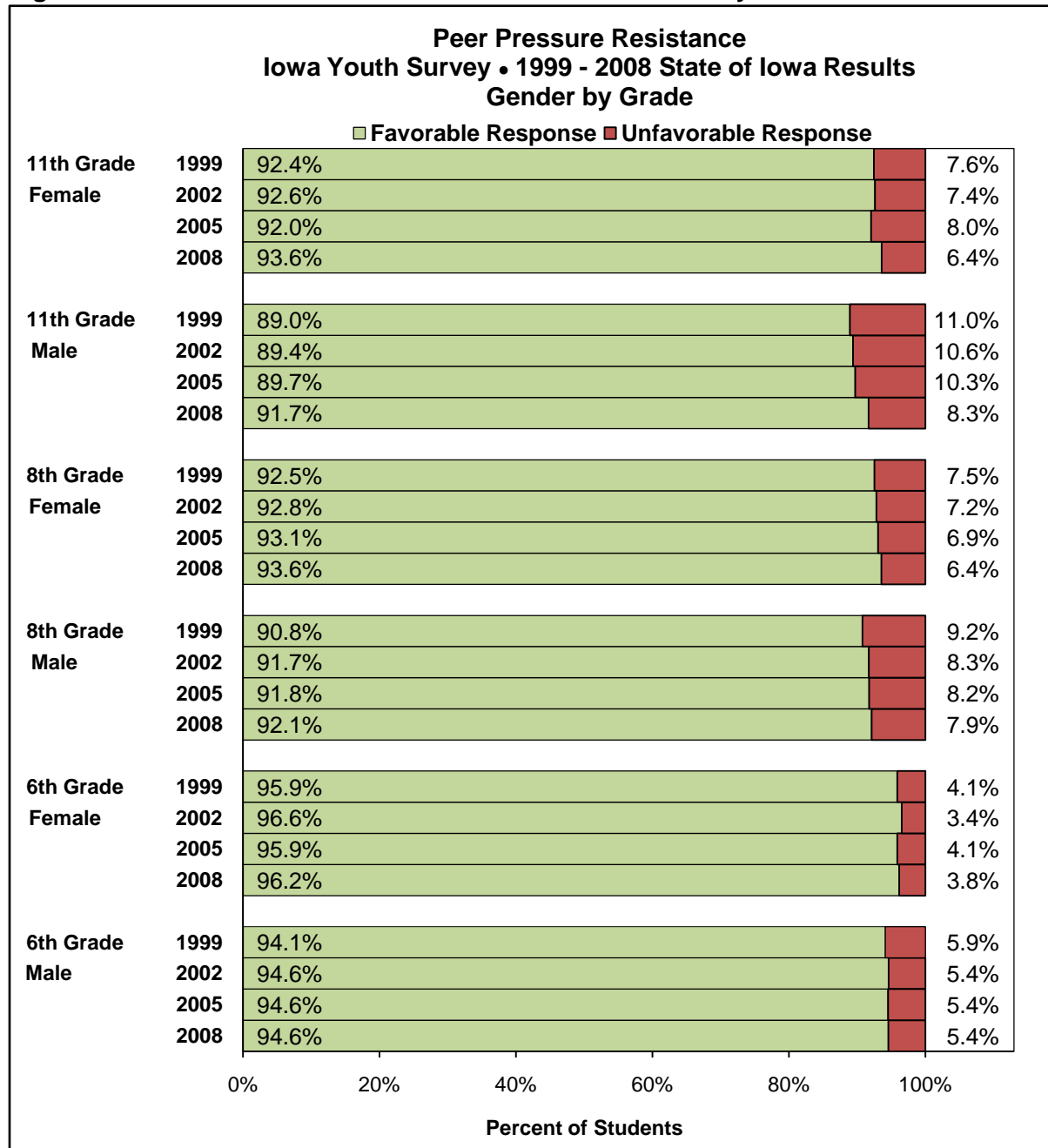
*One IYS question is utilized in this construct:* How much do you agree or disagree that the following statements is true: I can say “no” when someone wants me to do things I know are wrong or dangerous?

*Response coding:* “Strongly agree” or “agree” are coded as favorable and a “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 34a. Peer Pressure Resistance Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 34b. Peer Pressure Resistance Construct: Gender by Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

## **Domain VI: Youth Successful in School**

There is one construct within the Youth Successful in School Domain:

- Commitment to School/Learning

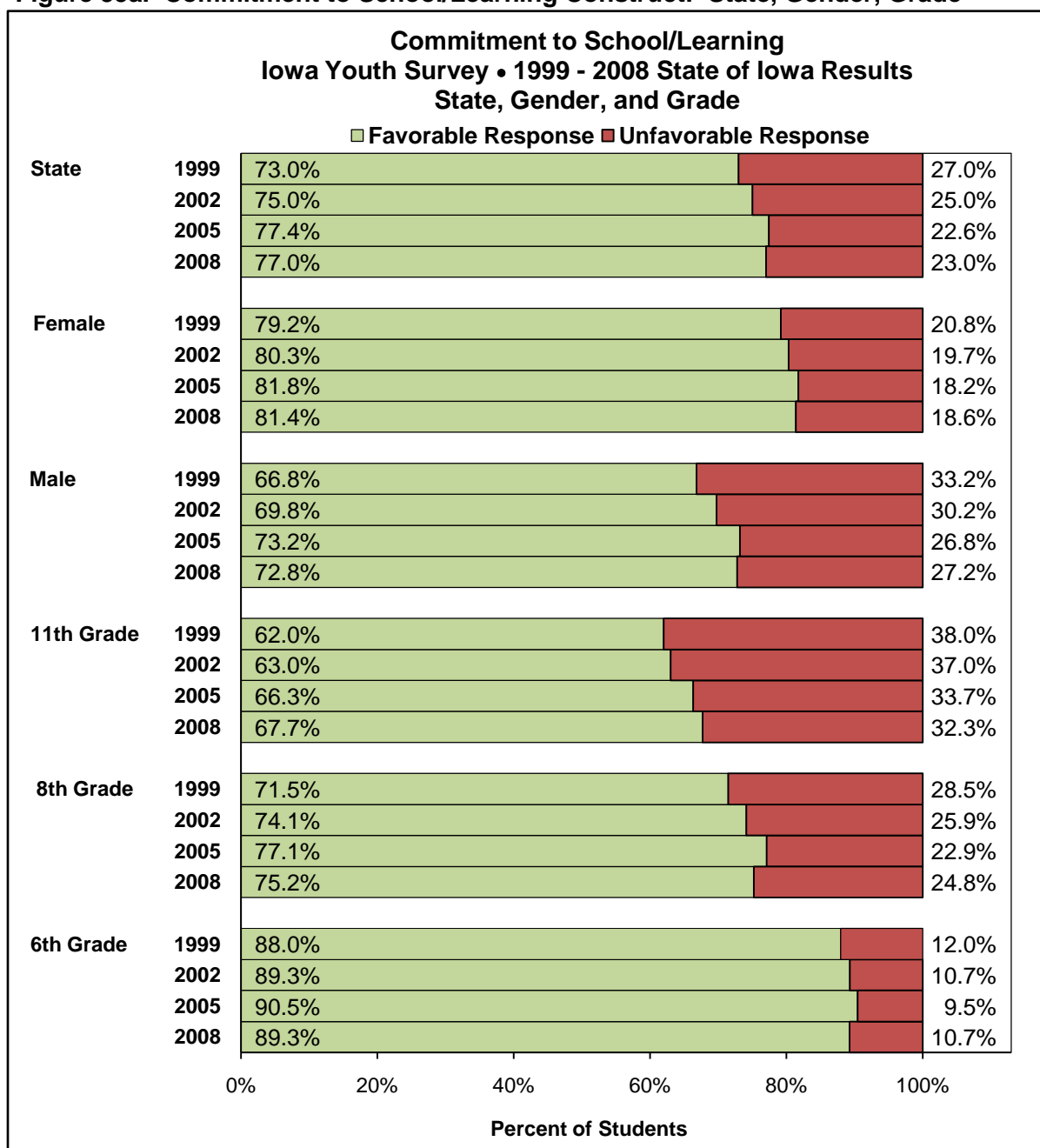
### Commitment to School/Learning

A positive trend to Commitment to School/Learning is shown for the state overall from 1999 to 2008. This upward trend is most notable for males in grade 11 whose favorable responses increased significantly each survey year. Following upward trends from 1999 to 2005, favorable responses significantly decreased for 8th graders (1.9 percentage points), specifically for 8th grade males (2.2 percentage points), from 2005 to 2008. In all survey years, females reported significantly more favorable responses for this construct than males. In all survey years, Commitment to School/Learning drops as students move into higher grades.

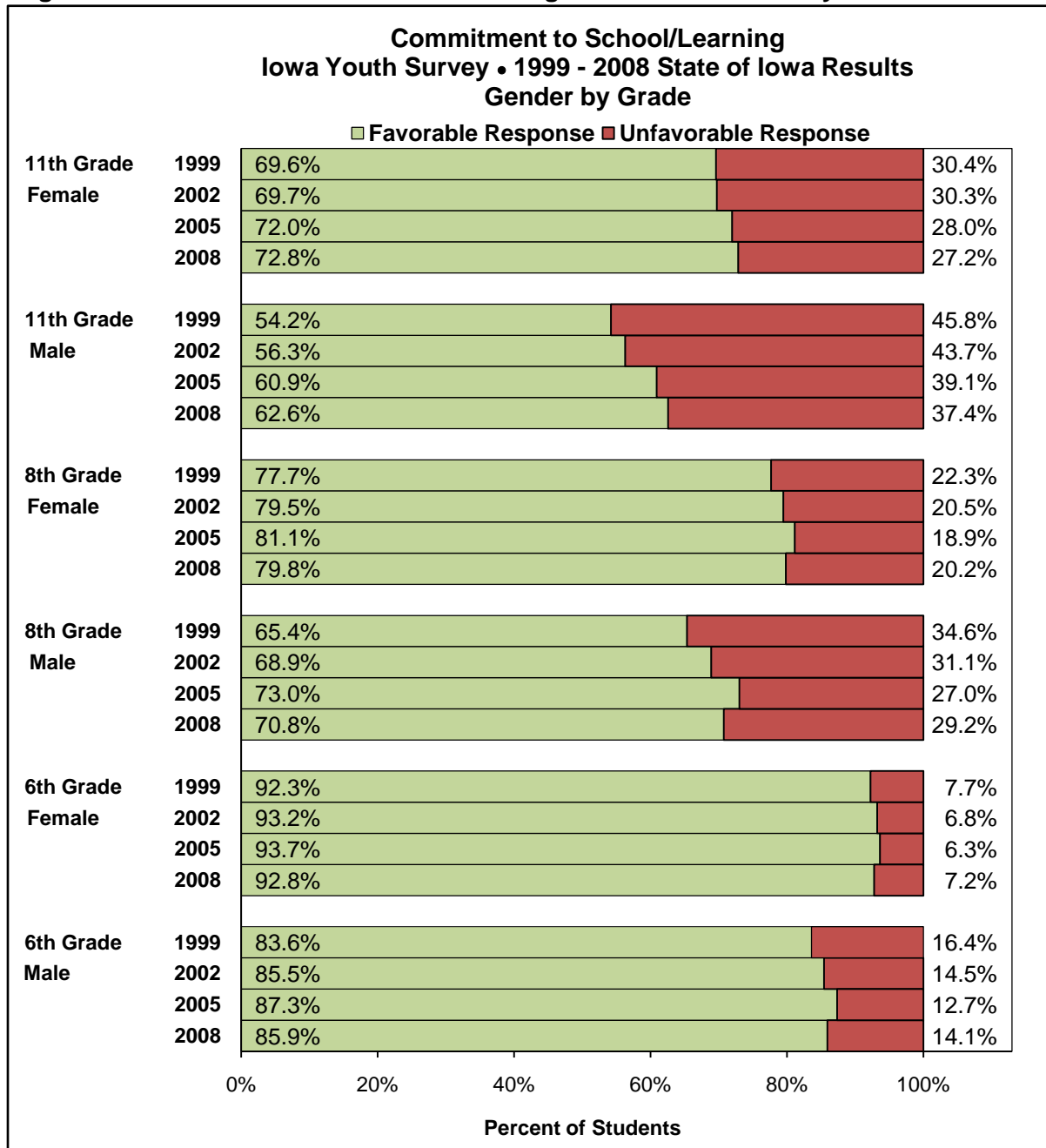
*Four IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: I care about my school; I try to do my best in school; I plan to finish high school; I do the homework that is assigned?

*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.



**Figure 35a. Commitment to School/Learning Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 35b. Commitment to School/Learning Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

## **Domain VII: Youth Prepared For a Productive Adulthood**

There is one construct within the Youth Prepared For a Productive Adulthood Domain:

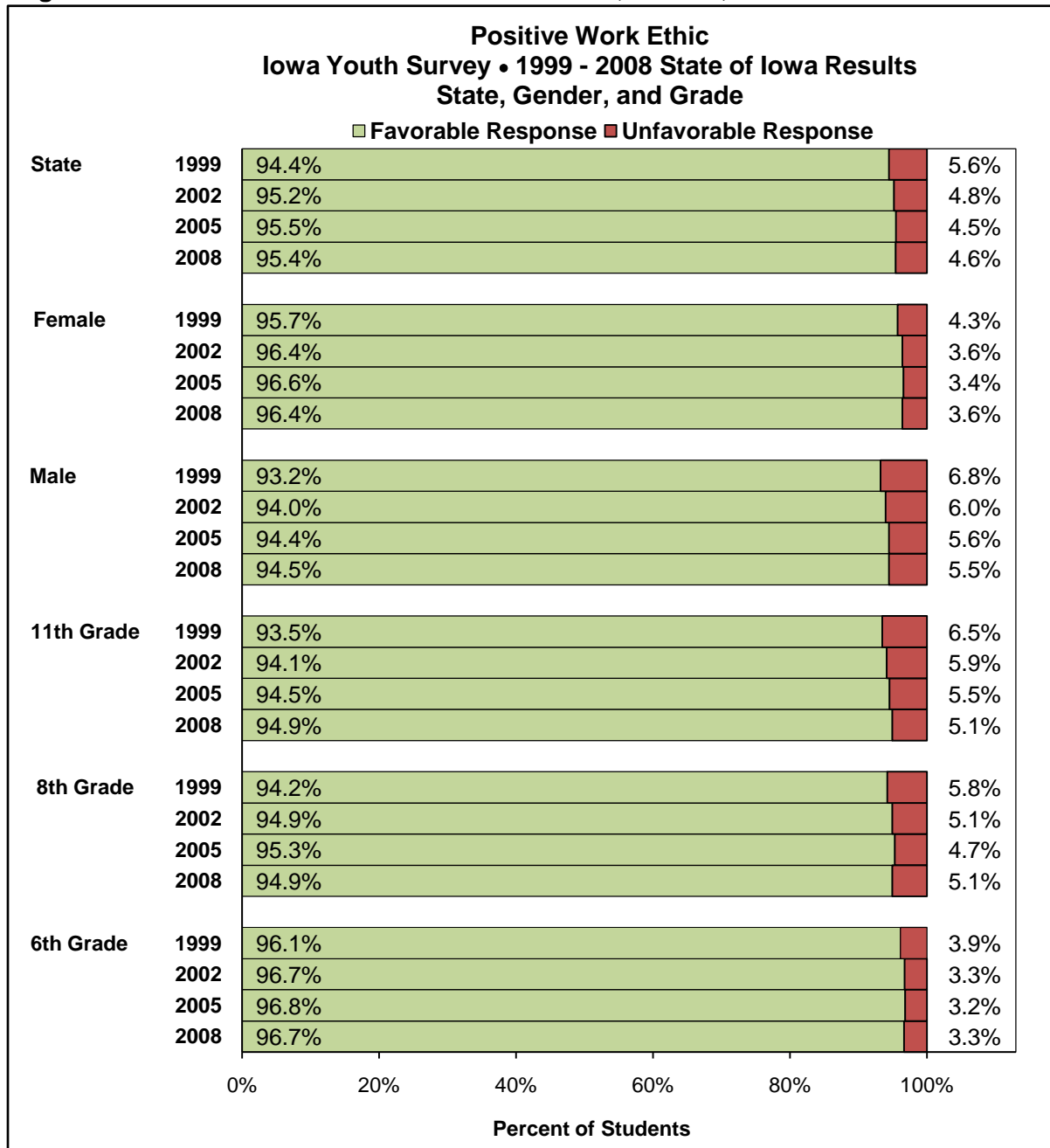
- Positive Work Ethic

### Positive Work Ethic

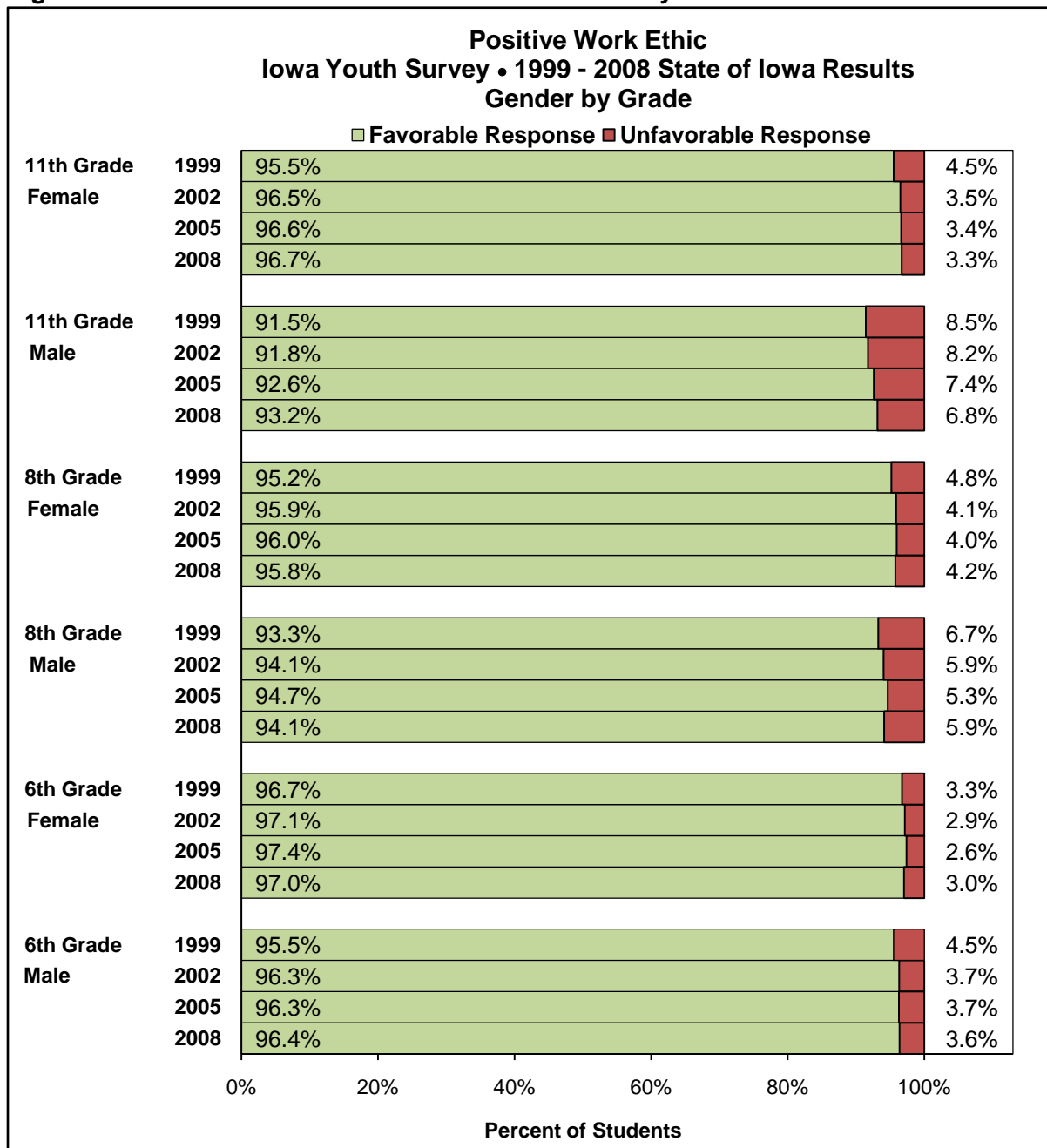
The favorable response percentages have remained high during each survey year with no significant change from year to year for the Positive Work Ethic construct. Overall, females have significantly higher favorable percentages than males in each survey year. Students in grade 11 have significantly lower percentages of favorable responses than 6th graders. However, it is important to note that over 94% of students in Iowa responded favorably to this construct in all survey years.

*One IYS question is utilized in this construct:* How much do you agree or disagree that the following statement is true: I believe that working hard now will make my life successful in the future?

*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 36a. Positive Work Ethic Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 36b. Positive Work Ethic Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Domain VIII: Youth Engaged In/Contribute to Community**

There is one construct within the Youth Engaged In/Contribute to Community Domain:

- Helping Others

Helping Others

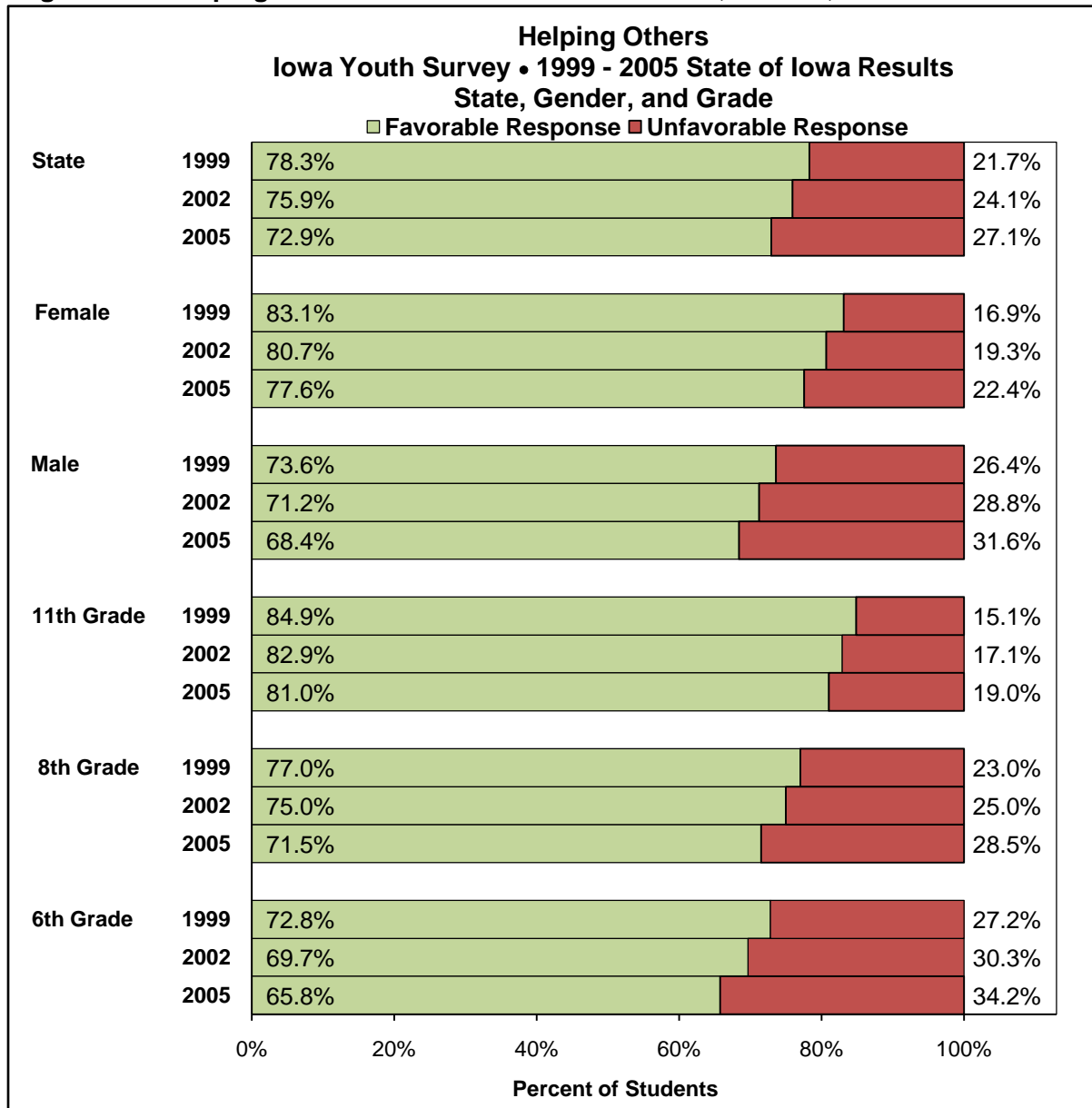
A change in 2008 to the one question utilized in the Helping Others construct may have resulted in students interpreting the question differently than in previous survey years. Therefore, data from 1999, 2002, and 2005 cannot be compared with 2008 data for the Helping Others construct. Data from 1999 through 2005 appear in Figures 37a and 37c; 2008 data appears in Figures 37b and 37d. This construct presents a negative trend from 1999 to 2005 and changes for all groups include significant decreases. The most notable significant change occurred from 2002 to 2005 for 6th graders with a drop of 3.9 percentage points. As students advance to higher grades, a significantly higher percentage of students report helping others. In 2008, as in all survey years, females in all grades report spending significantly more time than males during the school year volunteering either by helping others, helping improve their school, neighborhood, or community.

*1999, 2002, 2005, - One IYS question is utilized in this construct:* On the average during the school year, how many hours per week do you spend: helping friends, neighbors, or others (including volunteer activities)?

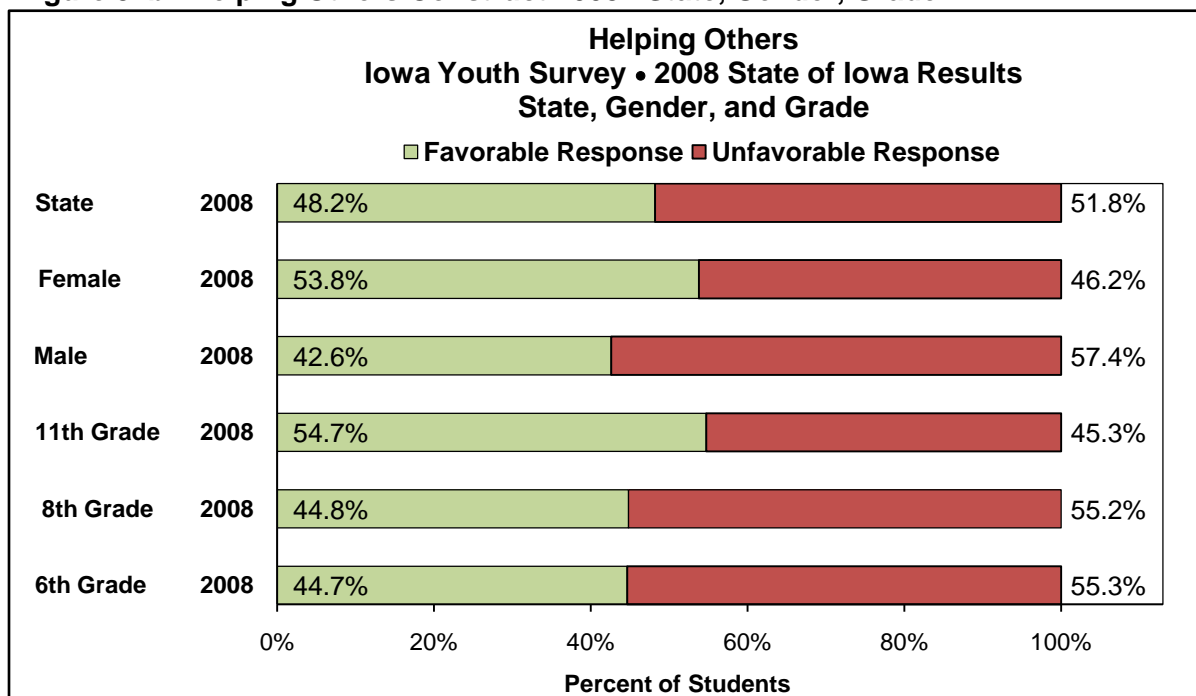
*1999, 2002, 2005 - Response coding:* "1-2 hours," "3-5 hours," "6-10 hours," or "11 or more hours" are coded as favorable and "0 hours" is coded as unfavorable.

*2008 - One IYS question is utilized in this construct:* On the average during the school year, how many hours per week do you spend: volunteering either by helping others or helping improve your school, neighborhood, or community?

*2008 Response coding:* "1-2 hours," "3-5 hours," "6-10 hours," or "11 or more hours" are coded as favorable and "0 hours" is coded as unfavorable.

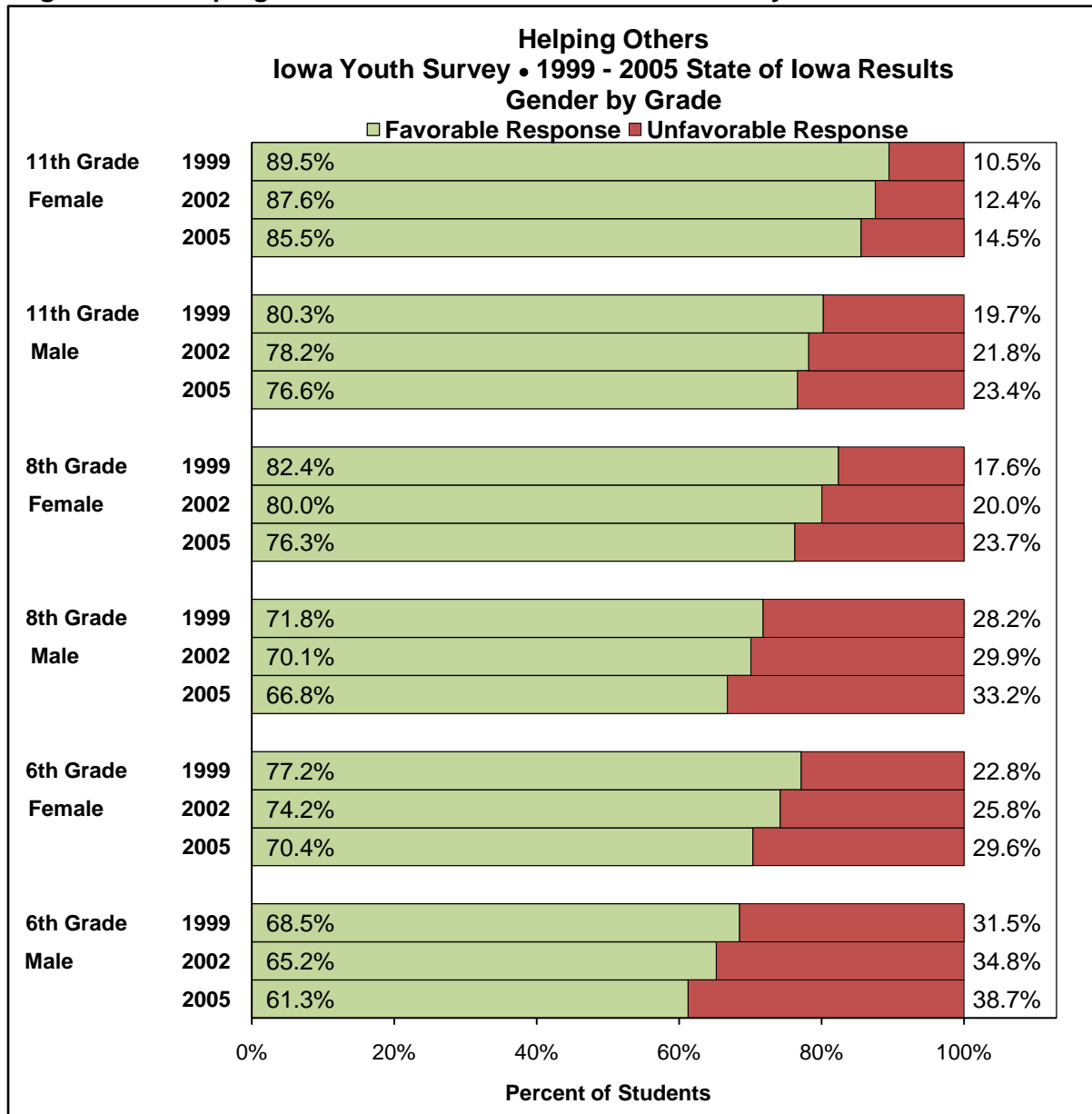
**Figure 37a. Helping Others Construct 1999-2005: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

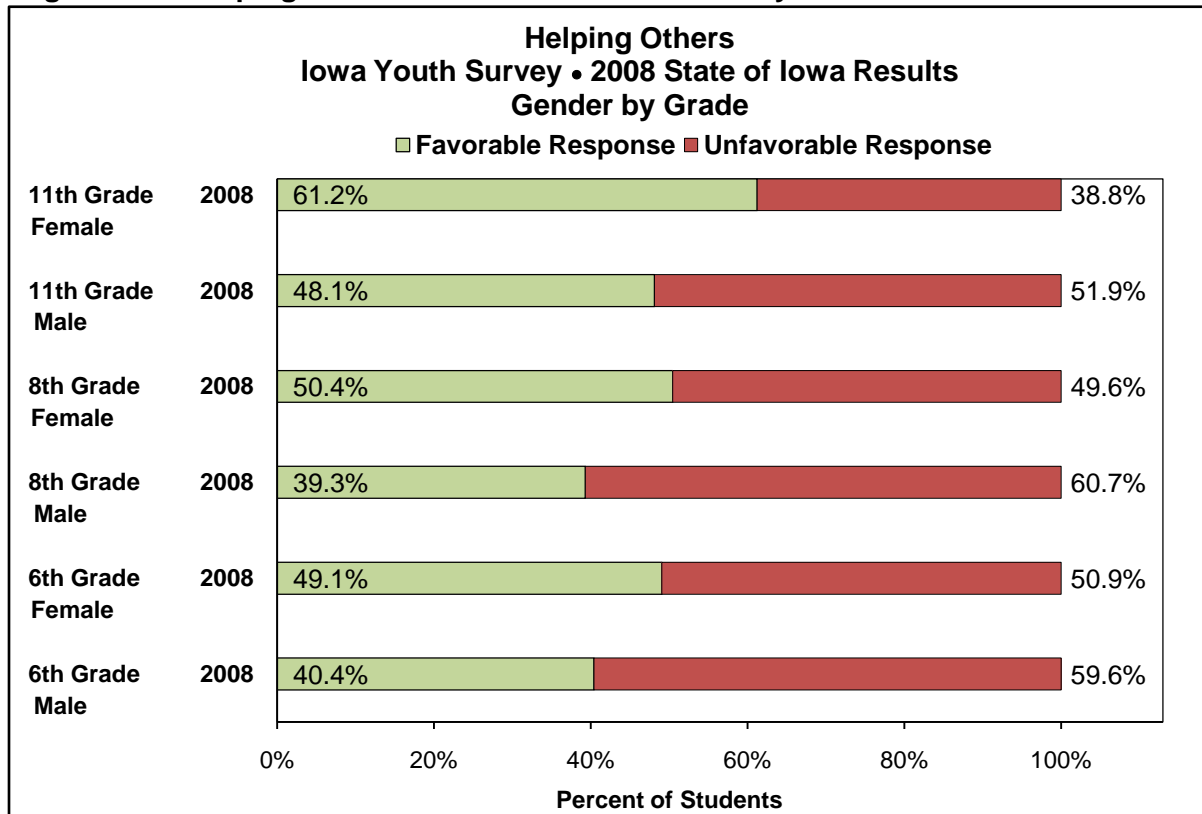
**Figure 37b. Helping Others Construct 2008: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



**Figure 37c. Helping Others Construct 1999-2005: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 37d. Helping Others Construct 2008: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

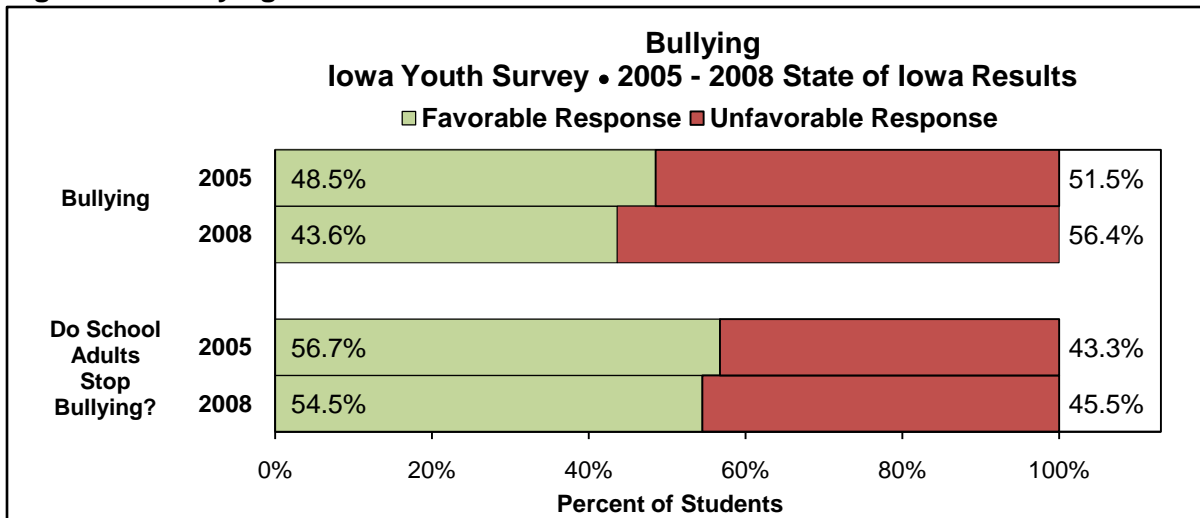
### Domain IX: Bullying

The Bullying domain was added in 2005, therefore data is only available for 2005 and 2008. The two constructs in the Bullying domain are:

- Bullying
- Do School Adults Stop Bullying?

Significant negative trends for both constructs in the Bullying domain occurred from 2005 to 2008. The Bullying construct decreased from 2005 to 2008 by 4.9 percentage points with 56.4% of students Iowa in 2008 reported having been bullied at school in the past 30 days. Favorable responses for the Do School Adults Stop Bullying construct from 2005 to 2008 decreased by 2.2 percentage points, down to 54.5% of students reporting that teachers or other adults often or almost always try to put a stop to bullying activity at school.

**Figure 38. Bullying Domain**



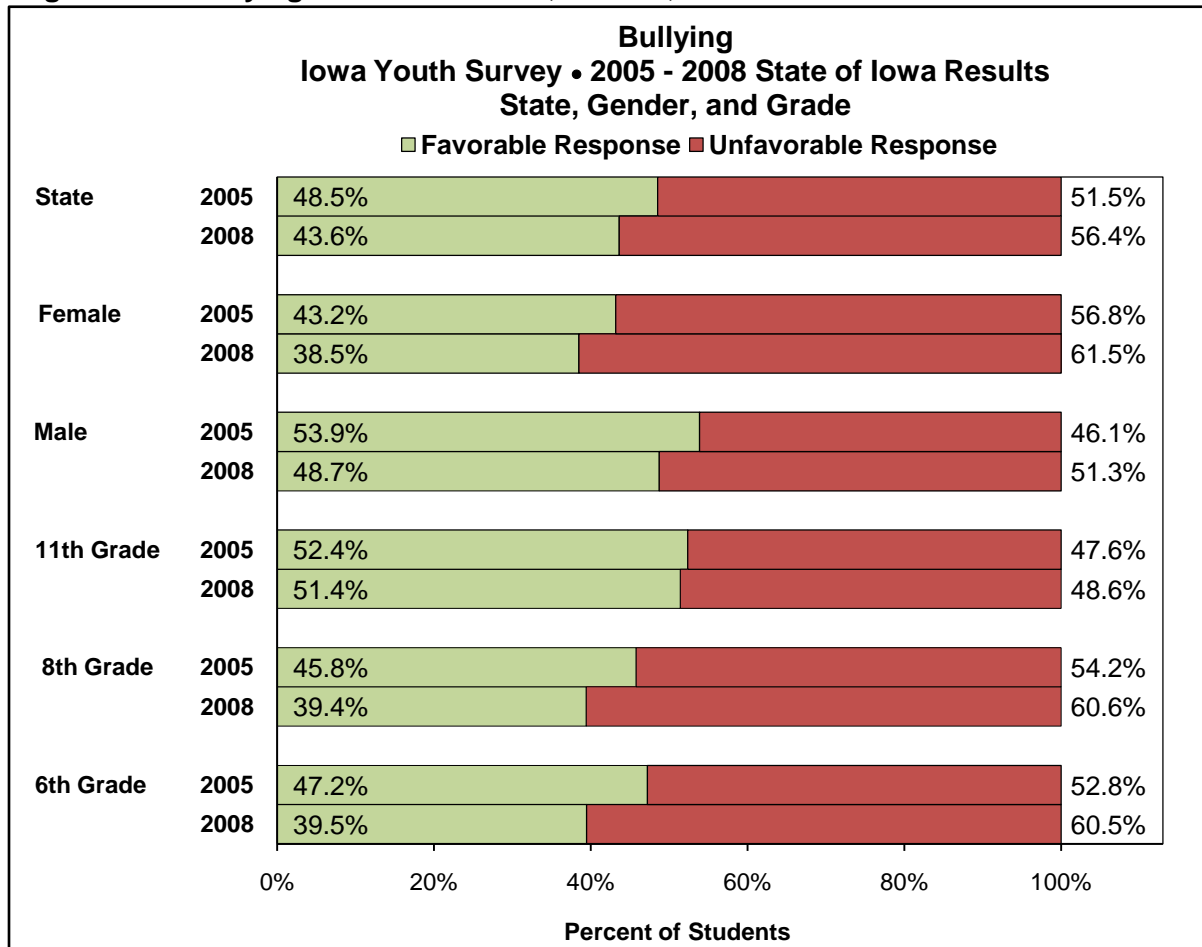
**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

## Bullying

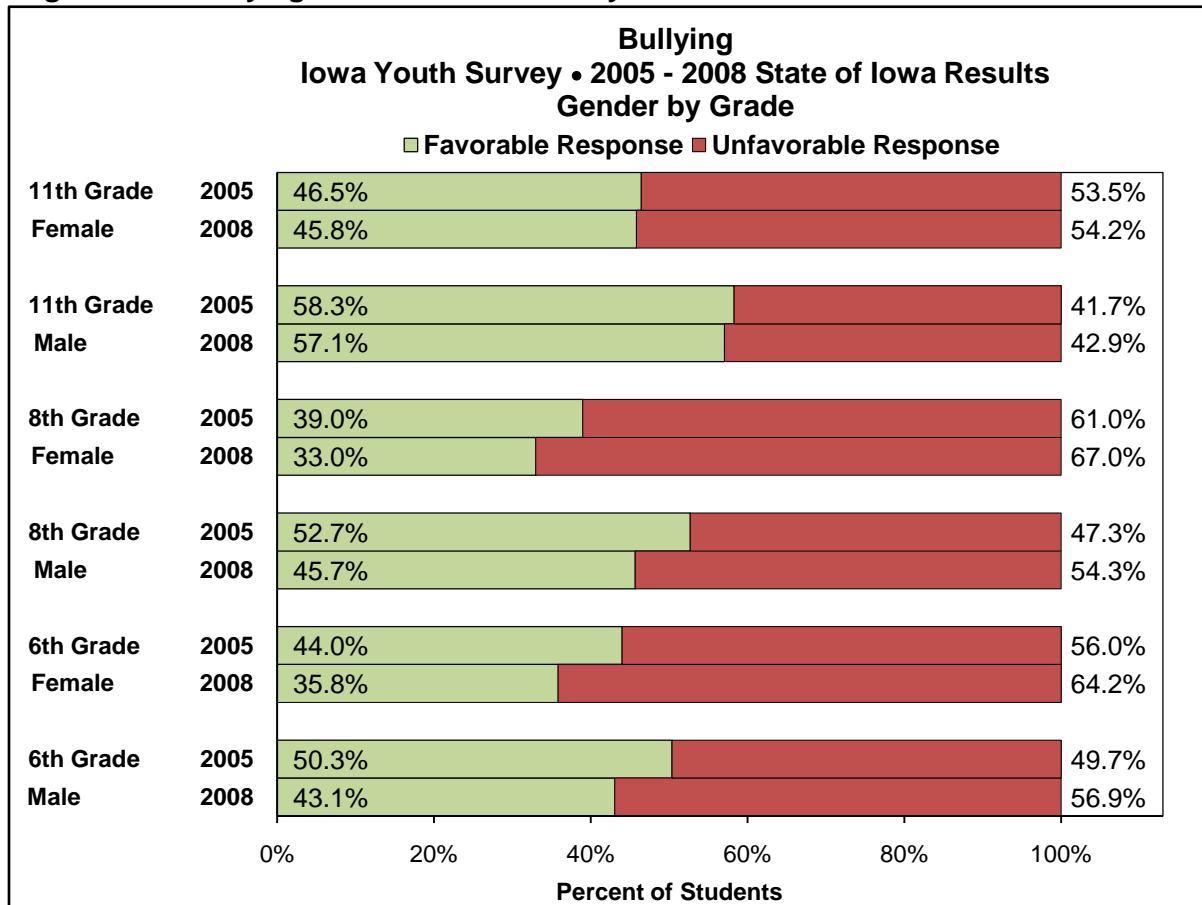
From 2005 to 2008, favorable responses for the Bullying construct decreased significantly for the state overall, and significant decreases occurred in nearly all groups. The largest decrease in favorable responses occurred with 6th grade females (8.2 percentage points). In 2008, over 60% of 6th and 8th grade students overall reported having been bullied at school in the past 30 days. Females report being bullied significantly more than males, with the largest disparity between genders occurring in grade 8. Students in grade 11 report experiencing the least bullying compared with students in grades 6 and 8; students in grades 6 and 8 report similar amounts of bullying, with 8th grade females in 2008 experiencing the highest incidence of bullying (67% reported being bullied at school in the past 30 days).

*Eight IYS questions are utilized in this construct:* In the last 30 days, how many times have you been bullied at school in the ways listed: I was called names, was made fun of, or teased in a hurtful way; other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me; I was hit, kicked, pushed, shoved around, or locked indoors; other students told lies, spread false rumors about me, and tried to make others dislike me; I was made fun of because of my race or color; I was made fun of because of my religion; other students made sexual jokes, comments, or gestures that hurt my feelings; I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internet chat room, or in instant messaging.

*Response coding:* "0 times" is coded as favorable and any response indicating one or more times of being bullied is coded as unfavorable.

**Figure 39a. Bullying Construct: State, Gender, Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 39b. Bullying Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

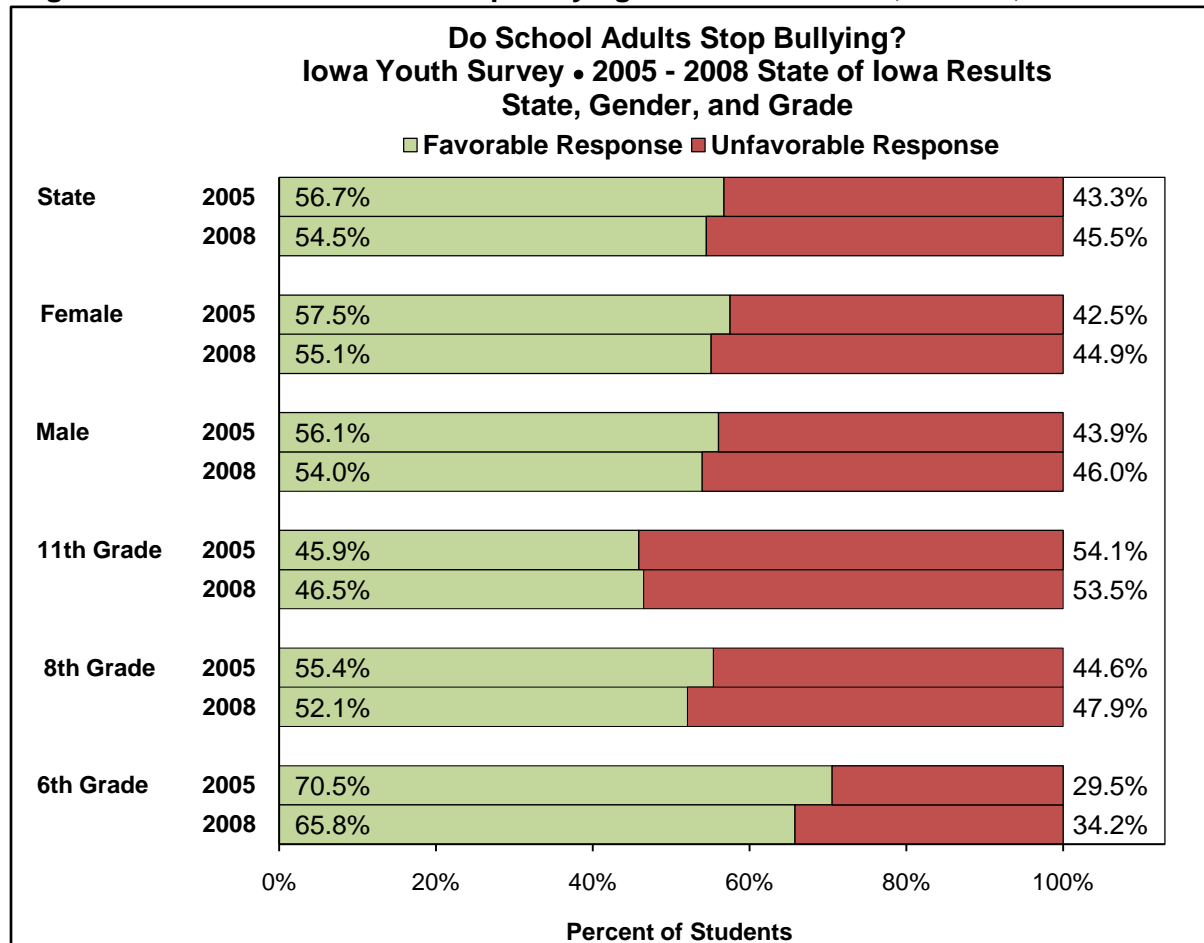
### Do School Adults Stop Bullying?

Similar to the Bullying construct, favorable responses from 2005 to 2008 for the Do School Adults Stop Bullying construct decreased significantly for the state overall, with the exception of 11th graders. The largest decrease in favorable responses again occurred with 6th grade females (5.1 percentage points). Females in grades 6 and 8 report that teachers or other adults at school almost always or often attempted to put a stop to bullying more frequently than males; however, by grade 11 males more frequently reported adults attempt to stop bullying. The disparity between genders is highest in grade 6. Students in grade 11 report the least favorable responses, with less than 50% indicating teachers or other adults at school almost always or often attempt to stop bullying activities.

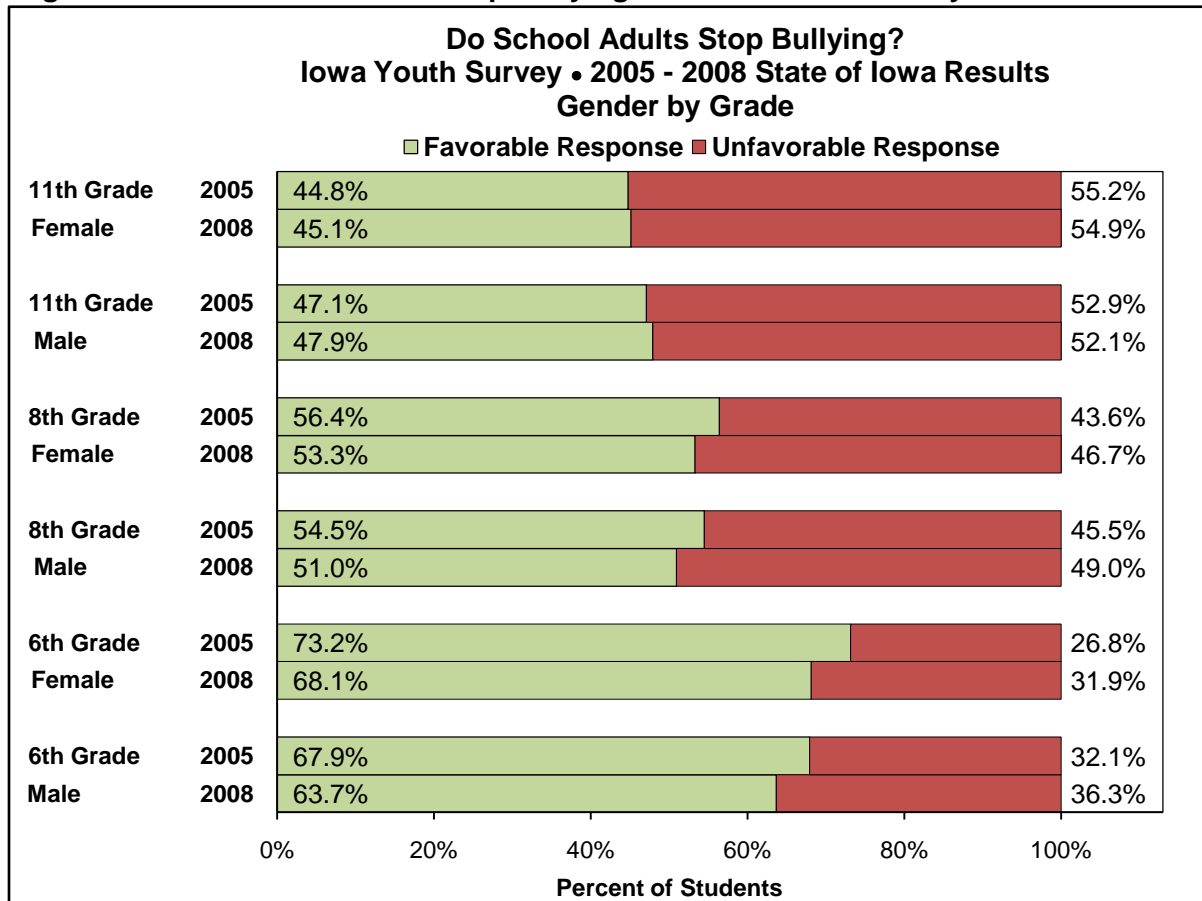
*One IYS question is utilized in this construct:* When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it?

*Response coding:* “Almost always” or “often” are coded as favorable and “almost never,” “once in a while,” or “sometimes” are coded as unfavorable.

**Figure 40a. Do School Adults Stop Bullying? Construct: State, Gender, Grade**



**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.

**Figure 40b. Do School Adults Stop Bullying? Construct: Gender by Grade**

**Note:** Any difference of 1.6 percentage points or greater may be considered statistically significant.



**Table 5. Missing Construct Records by Year**

<b>IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK DOMAINS AND CONSTRUCTS</b>	<b>Percent of Missing Records</b>			
	<b>1999</b>	<b>2002</b>	<b>2005</b>	<b>2008</b>
<b>SECURE AND SUPPORTIVE FAMILY</b>				
Positive Family Relationships	9.2%	8.8%	8.5%	5.4%
Family Involvement and Support	10.9%	9.8%	10.6%	6.3%
Parental/Guardian Boundaries	7.6%	6.5%	6.7%	4.8%
Positive Parental/Guardian Norms	8.9%	7.4%	8.7%	5.9%
<b>SAFE AND SUPPORTIVE SCHOOL CLIMATE</b>				
School Expectations/Boundaries	8.1%	6.9%	7.9%	5.7%
Safe (Nonviolent) School Environment	1.4%	1.2%	2.4%	2.1%
School Perceived to be Safe	5.9%	5.0%	4.4%	3.6%
School Staff/Student Support	7.8%	7.8%	7.7%	5.1%
Positive Student Norms	7.0%	5.3%	7.3%	5.0%
Social Pressure to Use Substances Limited	4.4%	3.3%	5.4%	4.0%
<b>SAFE AND SUPPORTIVE COMMUNITY</b>				
Positive Community Adult Norms	10.1%	9.9%	9.7%	6.1%
Positive Community Peer Norms	5.4%	5.8%	5.9%	4.4%
Youth Access to Substances Limited	10.1%	8.7%	9.8%	6.1%
Safe Neighborhood	9.7%	8.5%	8.2%	5.4%
Supportive Neighborhood	14.3%	13.4%	12.6%	8.1%
Alcohol/Drug Free Places Available	10.2%	8.8%	8.2%	5.7%
<b>HEALTHY YOUTH — AVOIDANCE OF RISKY BEHAVIOR</b>				
Suicide Risk Avoidance	2.5%	2.1%	9.5%	2.6%
No Current (past 30 days) Alcohol Use*	0.0%	0.0%	0.0%	0.0%
No Current (past 30 days) Tobacco Use*	0.0%	0.0%	0.0%	0.0%
No Current (past 30 days) Illegal Drug Use*	0.0%	0.0%	0.0%	0.0%
Substance Use Risk Awareness	5.2%	6.2%	6.0%	4.7%
Violent/Aggressive Behavior Avoidance	2.7%	2.1%	5.8%	3.6%
Gambling Avoidance	1.5%	1.4%	1.8%	7.1%
<b>SOCIALLY COMPETENT YOUTH</b>				
Empathy	2.3%	2.0%	2.8%	3.0%
Self-Confidence	4.7%	4.6%	6.2%	3.9%
Self-Esteem	3.4%	3.1%	3.8%	3.1%
Acceptance of Diversity	4.0%	3.2%	3.6%	3.4%
Positive Values	7.0%	6.3%	8.0%	5.1%
Peer Pressure Resistance	2.5%	2.4%	2.9%	2.4%
<b>YOUTH SUCCESSFUL IN SCHOOL</b>				
Commitment to School/Learning	7.7%	8.3%	7.2%	4.7%
<b>YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD</b>				
Positive Work Ethic	2.2%	1.7%	2.4%	2.8%
<b>YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY</b>				
Helping Others	3.0%	3.0%	3.4%	4.0%
<b>BULLYING</b>				
Bullying	NA	NA	5.7%	4.9%
Do School Adults Stop Bullying?	NA	NA	6.3%	3.3%

\*As in previous IYS reports, responses containing missing data for these three constructs were included in the favorable category if all other responses in the record were also coded as favorable.